

Cargill Scholars

Annual results summary

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Summary

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

Overview of evaluation design

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

- In-person interviews with all 50 scholars between January and March 2002 and again with 47 scholars (94%) between August and September 2002.
- In-person or telephone interviews with all 50 parents between January and March 2002 and with 46 parents (92%) between August and September 2002.
- Telephone interviews or mailed surveys with all 50 of the scholars' teachers between January and February 2002 and again between May and June.
- Information provided by program staff.
- Standardized test results provided by Change of Mind, the company providing tutoring services.
- Scholars' report cards.

Description of clients served

Of the 50 clients served, 52 percent were female and 48 percent were African American. Other ethnic groups represented included Asian Pacific Islander, Latino, American Indian/Alaskan Native, Caucasian, African Immigrants, and Multi-racial. All scholars were in fourth grade. They attended 36 different schools, primarily in Minneapolis.

In spring 2002, coaches completed the Wilder Client Characteristics Checklist for all scholars to document a range of characteristics that predict problem behavior. Of the 60 characteristics, scholars exhibited an average of 3, though 20 percent exhibited no characteristics. The most prevalent characteristics included families headed by a single parent (50%), parental divorce/separation (46%), chronic economic distress (36%), distractibility/attention deficits (18%), a pattern of impulsivity (12%), and a history of low academic performance (10%).

Description of services provided

The program provides a wide array of services. Between September 2001 and June 2002, the following services were provided.

- A total of 2,446 hours of tutoring were provided. Each scholar received an average of 48.9 hours.
- Scholars received 248 hours of music lessons. The number received by each scholar ranged from 0 to 15. One-third did not receive any lessons.
- Scholars received a total of 1,966 hours of sports programming, with each scholar receiving an average of almost 40 hours.
- On average, scholars spent 26 hours in academic programming, for a combined total of 1,298 hours.
- Ninety percent or more of the scholars spent no time in music, arts, or other activities.
- All scholars attended at least one program activity (e.g., end-of-year trip, Science Museum, Wilder Forest). They attended an average of 4.7 activities.
- Two family activities were provided: the kick-off banquet in October and an end of year recognition and celebration event. Due to discrepancies in record keeping, it is unclear how many families attended.
- Coaches recorded family meetings with half of the scholars, though there were discrepancies in records.
- Scholars had an average of 8.7 progress meetings with coaches, teachers, and/or parents to discuss academic progress or extra-curricular involvement.
- Coaches attended an average of 1 or 2 activities for each scholar (e.g., sporting events or music recitals). They did not attend any activities for 40 percent of the scholars.

- During the first year, 19 scholars were matched with mentors through the Big Brothers/Big Sisters program. While no formal records of activities are kept, mentors and scholars are expected to meet on average twice a month. Assuming that scholars and mentors met at this rate from the time they were matched until the end of June, there were approximately 232 activities.

Outcome evaluation results

The outcome evaluation is designed to explore the program's impact on scholars and their families in five areas: social competency; parent involvement in academic development; relationships with adults; school involvement and success; and pursuit of interests.

Social competency

The first goal is that scholars will increase their social competency. Multiple strategies are used to measure this goal, including the scholar, parent, and teacher reports using the Social Skills Rating Scale.

Overall, scholars generally show positive social skills, with most rated by themselves and their parents as demonstrating skills average or higher than those of peers. Most parents also rated scholars as having average or fewer behavior problems. Almost all scholars (96%) rated themselves as having at least average total social skills (compared to 74% of parents).

Teachers reported lower skills and higher problems (especially hyperactivity and externalizing problems). However, they also rated 74 percent of scholars as falling into the top 30 percent of the class in terms of classroom behavior.

Data were collected twice from parents and scholars, allowing a comparison of skills across the year. For most scholars, ratings were stable, with no statistically significant changes in social skills or problem behaviors. According to parents and scholars, 50 to 75 percent of scholars did not show meaningful change (i.e., moving one standard deviation or to a different behavior level).

When change was reported, it was more likely to be in a negative direction. For instance, scholars and parents were more likely to report decline of one standard deviation on total social skills (9-10% improving, 19% declining). More scholars also moved to a more negative rating on this scale (13-14% improving, 19-27% declining). Parents also rated 12 percent to 19 percent of scholars as improving scores on each specific skill, compared to 14 percent to 29 percent declining (especially for responsibility and cooperation). While scholars reported slightly more positive movement, especially in cooperation and

empathy, more than 25 percent of scholars reported decreases in assertion and self-control.

According to parents, 11 percent of scholars showed decline of one standard deviation in total problem behavior (compared to 4% improving). A similar pattern emerged for hyperactivity and externalizing behavior (24-27% declining, 15-18% improving).

Questions related to social skills were also included in interviews with scholars, parents, and teachers. Parents rated scholars as “good” to “very good” in carrying out responsibilities, showing self control, and getting along with others. The most positive ratings were getting along with parents and peers while the lowest ratings were for showing self-control and carrying out responsibilities.

Teachers gave similar ratings for self-control, responsibility for behavior, and interactions with other students. They gave lower ratings related to demonstration of self-confidence, however, with an average rating just below “good.”

Both in winter 2001 and summer 2002, scholars’ said they get along with parents, other family members and classmates at least “sometimes.” Their ratings were highest for getting along with parents but lowest for talking to parents about their feelings.

Again, a comparison of results across the first year of the program indicates that results were largely stable. There were no significant differences in ratings for any of the parent survey items. For all items on the scholar survey, more than half maintained their rating.

Similar to the results of the SSRS, parents and scholars were more likely to report negative movement. Thirty-five percent of scholars declined for talking to parents about feelings and 24 percent declined for getting along with other family members. For all items except getting along with parents, only 11 percent to 15 percent improved. There were also decreases in the percentage of scholars rated by parents as “good” or better between winter 2001 and summer 2002, especially for showing self-control when angry or frustrated.

Compared to parents and scholars, teachers were more likely to report improvement in social skills, though decline was still noted. The percentage of scholars rated as “good” or better increased from fall to spring for accepting responsibility for behavior and showing self-control. There was an increase in the mean rating for accepting responsibility for behavior. For other items, there was either no change in the percentage rated “good” or better or a slight decrease.

Teacher ratings on report cards also showed improvement. While most items remained stable, one (participates verbally in group discussions) showed a significant improvement between fall and spring.

Despite the tendencies towards stability or decline in social skills scales, parents and scholars reported that the program had helped scholars improve social skills. Ninety-three to 95 percent of parents said the program helped at least a little with peer relationships, working as a team, and responsibility. Eighty-nine percent said their child's confidence in trying new things has increased.

At least 90 percent of scholars said the program helped at least a little with friendships, relationships with teachers, responsibility, and fair play. However, 12 percent of parents said that the program did not help their child improve relationships at home and 16 percent said it did not help them learn to compete fairly and learn from defeat.

Parental involvement in academics

The second goal is that parents will increase their involvement in their child's academic development. Both parents and teachers perceived parents as being involved. In the fall, teachers rated 70 percent of scholars as falling into the top 30 percent of the class in terms of their parental encouragement to succeed.

Most parents reported that it is not difficult to help their child with schoolwork, talk about school-related matters, or attend activities at their child's school. Three-quarters of parents reported spend 1 to 6 hours a week involved in education, (i.e., discussing school activities, helping with homework). Parents were most likely to talk to their child about school or check homework completion; they were least likely to take their child to the library.

Results were generally consistent over time, with no clear trend towards improvement or decline. There were no differences between winter and summer in the percentage who said it was not difficult to help scholars with school matters and to attend activities. There were slight decreases in some ratings and slight increases in others, but none were significant.

In spring and summer of 2002, 98 percent of parents and 92 percent of teachers reported speaking to each other at least once in the previous three months about how the scholar was doing in school. Conversations were generally described as being about good things scholars were doing or being equally about good things or problems. These results were stable over the course of the first year.

Parents and teachers were asked how often parents attended a variety of school and extracurricular events over the past three months. Parents were most likely to attend program events and parent-teacher conferences or visit their child's classroom; they were least likely to attend an athletic event or volunteer time. These results were generally consistent with those of teachers, though some teacher ratings were lower than those of parents.

Parents and teachers were likely to report stability in ratings over time. Fifty-six percent of parents felt their involvement had increased slightly or significantly since beginning the program. For all items related to activity attendance, most parents gave the same response in summer as they had in winter. For all activities except parent-teacher conferences, at least half of the teachers also gave the same frequency rating in spring as in fall.

When change was noted, parents were more likely to report improvement, while teachers tended to report decreases. More parents reported increased attendance (28%-48%) than decreases (9%-14%). They were most likely to report increased meetings with the teacher or principal or classroom visits. Teachers also reported an increase in the number of classroom visits. However, more than one-third of teachers reported decreased attendance at open-houses, meetings with the teacher or principal, and parent-teacher conferences.

Parents were asked about their knowledge and use of resources. Sixty-one percent of parents said the program helped them gain a better understanding of school policies and procedures. In summer 2002, 68 percent of parents were at least somewhat familiar with resources to help their child with school and 71 percent were familiar with resources to help them with parenting.

Of the 31 percent of parents who learned about services to help their child with school since they became involved with program, 86 percent used them (including tutoring and music services, services to help evaluate school quality, the Science Museum, and other programs). Of the 20 percent of parents who learned about parenting resources, 56 percent used them (including information from Cargill Scholars, child development classes, a community parent math night, and the Big Sister program).

Positive relationships with unrelated adults

The third goal is that scholars will develop positive relationships with unrelated adults. In summer 2002, most scholars (89%) said they had adults, other than parents, that they can depend on (compared to 82% in winter). Most identified other relatives (i.e., aunts, uncles, grandparents, and siblings). Some mentioned other adults, such as teachers, friends' parents, or neighbors. Eighty-nine percent of parents and 76 percent of scholars

felt the program helped scholars improve relationships with unrelated adults at least “a little.”

Scholars were also asked about their relationships with their Big Brothers/Big Sisters. All of the scholars with a mentor enjoy the time spent together at least sometimes. Sixty-eight percent spend as much time as they would like with their mentor. Forty-one percent said that they have not been able to talk to mentors about their feelings.

School involvement and success

The fourth goal is that scholars will increase their school involvement and success. In addition to improving grades, this goal is defined in multiple ways, including positive work habits and school attendance.

Data indicate that students entering Cargill Scholars struggled with academics. Teachers rated 62 percent as below average in overall academic competence; no scholars were rated as above average. They rated only 24 percent of scholars as falling into the top 30 percent of the class in terms of their overall academic performance. Teachers tended to report that scholars had difficulty with writing, math, reading, and study skills.

Scholar report cards indicate that there was improvement in many areas between fall and spring, especially in language arts and mathematics, with statistically significant gains in all areas. There were also significant improvements for three of four science items and for one of three social studies items. Generalizability and interpretation of results are limited, since report cards were only available for half of the scholars and comparison data were not yet available.

The highest average rating for any academic area was a 3.0 (“achieves grade level expectation with some level of teacher help”). The most positive rating on the scale is a 4.0 (“outstanding and consistent mastery of skills and concepts”). While some scholars obtained a rating of a 4.0 on some items, most did not exceed a 3.0.

Additional information regarding academic performance comes from parents, scholars, and teachers. Respondents generally reported improvement, though teacher ratings were mixed. In summer, 91 percent of parents rated scholars at least “good” for maintaining satisfactory grades (increase from 79% in winter). Seventy-four percent of parents said that the program helped their child improve school grades “a lot” and 85 percent of scholars said that the program had helped them improve their grades.

A comparison of teacher interview ratings and report cards yielded mixed results. The significant increase in the mean rating between fall and spring for writing skills supports the report cards results, however, the notable (though insignificant) decrease in the

percentage rated as having “good” or better math skills contradicts the significant improvement obtained from the report cards.

Standardized test scores for the Peabody Picture Vocabulary Test and the Northwest Achievement Levels Test yielded little useful data, due to an inability to examine change over time. However, scores on the Wide Range Achievement Test indicated significant movement in reading between fall and spring. In the fall, only 16 percent of scholars read at a level that met or exceeded grade level (average grade level of 2.9). By the spring, 82 percent of scholars met or exceeded grade level (average grade level of 4.6).

Additional data are obtained from coaches’ ratings. These data were collected twice during the first year of the program (once in February 2002 and once in May/June 2002). Five items were included related to academic competency: passing at grade, no mandatory summer school, desire to pursue higher education, 95 percent school attendance, and no school suspensions. There were large increases in some items, however, these results should be interpreted cautiously.

Teachers reported improvements in scholars’ behavior and work habits between fall and spring. In particular, they reported improvements in working independently (54% good or better in fall; 68% in spring), and staying on task and using time productively (61% good or better in fall, 72% in spring). There were also significant improvements in ratings for accepting responsibility for behavior, staying on task and using time productively, organizing work, and working independently.

Scholars’ report cards included ratings for a variety of work habit items, such as following directions, showing responsibility, and managing time wisely. There were no significant differences in any of these items over the course of the year. However, at all reporting periods scholars received ratings for these behaviors between “observed with reminders” and “consistently observed.”

Scholars and parents were also asked about school behavior and work habits. Scholars rated themselves the highest in enjoying learning, following school rules, and liking school. Almost all scholars (95%) reported getting in trouble sometimes or not at all. They rated themselves lower in the area of completing schoolwork without mistakes. One-quarter said that they have difficulty paying attention in school.

Scholars tended to report that they had improved their school behavior and work habits over the course of the year. They were most likely to report improvement for paying attention in class (32%), handing in schoolwork on time (13%), and getting along with other kids in the class (13%). Most scholars (89%) said that the program had helped them to enjoy learning new things.

While scholars did report improvement in some areas, there were a number of behaviors where the percentage who declined was larger than the percentage who improved. These behaviors included participating in the classroom, asking for help, following directions in class, following school rules, and getting in trouble in school.

Parents were especially likely to report that the program had helped their child understand directions and enjoy learning new things, with all parents saying the program helped at least “a little.” The items with the lowest ratings were improved school attendance and completing schoolwork on time, with 10 percent of parents saying that the program had not helped with these issues.

Both teachers and parents consistently rated scholars’ attendance as either “very good” or “outstanding.” These perceptions were confirmed by the scholars’ actual attendance records for the year. Most scholars demonstrated high levels of attendance, with an average of 163.6 days attended and an average of 4.6 days absent.

In addition, a variety of other information was collected. One issue related to the level of effort scholars put into their schoolwork. All scholars were rated by parents as putting at least a little effort into their schoolwork. In summer 2002, 85 percent of parents rated scholars as putting a lot of effort into work, compared to 74 percent in winter 2001. Similarly, virtually all scholars were rated by teachers as putting at least a little effort into their schoolwork.

In summer 2002, 87 percent of scholars were rated by parents as having somewhat or very positive school adjustment. While this is lower than the 98 percent of scholars who received this rating in the winter, it is consistent with the ratings of teachers.

Another area addressed was scholars’ use of resources to help with homework. In summer 2002, 96 percent of scholars said they ask their parents for help at least sometimes. Thirty-two scholars gave a more negative rating to this item in summer than they had the previous winter. Scholars identified a number of resources that they use to help them with homework, including parents, teachers, other family members, and services such as after-school programs/learning centers and homework helpline.

Virtually all parents reported that it is at least somewhat likely that scholars will attend post-secondary education and 76 percent said their child would definitely attend. These ratings are similar to scholar perceptions, with approximately 95 percent saying they would attend. While parents and scholars are optimistic that scholars will attend post-secondary education, there may be assistance that needs to be provided. Financial difficulties and academic struggles are seen as potential barriers and parents feel that assistance may be needed, such as financial support, ongoing support from others,

tutoring, opportunities for scholars to build confidence, and information about educational options.

Sixty-four percent of parents said their child had talked about possible careers since they became involved with Cargill Scholars. Both parents and scholars mentioned similar types of career options, including medicine, performing arts, professional sports, teaching, and computers. Several parents specifically mentioned that Science Camp had increased their child's interest in science. Most parents (91%) said that the program had helped their child either a little or a lot with learning about possible career interests.

In summer 2002, 74 percent of parents said that their child had a library card (compared to 71% in winter 2001). Approximately half of scholars go to the library at least twice a month (47% in winter 2001 and 53% in summer 2002).

Scholar pursuit of individual and group interests

The fifth goal is that scholars will pursue individual and group interests. Almost all parents (98%) said the program helped scholars develop musical skills at least "a little," two-thirds said it helped "a lot." Eighty percent said that the program had helped their child develop new skills, interests, or hobbies. In addition to music, parents were likely to report increased interest in academic areas, especially science, and in sports, such as karate and gymnastics.

Three-quarters of scholars reported being involved in activities during summer 2002, such as sports, music lessons, church programs, and recreational programs. These results are slightly lower than those reported by coaches, who indicated that 84 percent of scholars were involved in extra-curricular activities. Eighty-three percent of scholars said that they had started new activities since they became a Scholar.

In winter 2002, 57 percent of scholars were interested in trying new activities (compared to 70% in summer 2001). While a wide variety of activities was mentioned, they were especially interested in trying sports, including basketball, swimming, football, soccer, and tennis.

Process evaluation results

The process evaluation is designed to explore six issues. Two issues (the role of client characteristics and service dosage in explaining variation in outcomes or satisfaction) will be incorporated in the second year of the program, due to a need for more longitudinal data for analysis. A third issue, service cost, was not included in this report due to a need to clarify procedures for tracking service provision. Three other issues were examined in this report.

Scholar removal from program

First, reasons why scholars were removed from the program were documented. According to staff, two scholars were removed during the first year due to failure to attend required activities, consistent inappropriate school behavior, and poor communication between parent and staff. Both scholars were terminated after failing to improve during a probationary period.

Program accessibility

The second issue is an examination of parents' ratings of accessibility of services. Parents are satisfied with most elements of accessibility. For all items except parental input in selecting activities, all parents rated each feature of accessibility as at least "OK." Average ratings for all items were higher than "good" and ratings for four items fell above "very good."

Parents were most satisfied with responsiveness of staff to telephone calls, the amount of information received from staff, and the convenience of the service times. For each of these items, at least 80 percent of parents gave ratings of "very good" or "outstanding." The lowest rated items concerned parental input in selecting activities and the convenience of service locations.

Most parents (89%) thought the program was providing the right kinds of services to meet scholars' needs and interests. When asked to rate the overall amount of service received from the program, all parents said that it was at least "OK" and 74 percent rated it as either "very good" or "outstanding." When asked to rate the amount of specific services, 41 percent to 81 percent of parents said they want the same amount of service they currently receive. For tutoring and music lessons, more than half of the parents wanted more service. However, approximately half of the parents wanted fewer trips to Wilder Forest, less time with mentors, fewer individual and group activities, and less time in science camp.

Cultural competence

The final issue explored parents' perceptions of the cultural competence of services. The results indicate high levels of satisfaction with this element. Two items (the coaches' ability to relate to scholars' cultural background and staff knowledge of the needs of specific cultural communities) had average ratings between "very good" and "outstanding." All parents at least rated these items as at least "OK" and one-third rated them as "outstanding." The ratings for the other two items (staff knowledge of community relevant resources and awareness of cultural values) were a little lower, with averages falling just below "very good."

Stakeholder satisfaction results

The final evaluation component explores satisfaction of stakeholders, including parents, scholars, and teachers.

Parent satisfaction

Several elements of parent satisfaction are assessed. First, parents rated their satisfaction with the quality of activities very high. All parents rated the following activities as “good” or better: end-of-year trip, the trip to Wilder Forest, trips to the Science Museum, science camp, and individual activities, classes or lessons. For all other items, the percentage of parents giving this rating ranged from 88 to 98 percent. The average rating for all items fell between “very good” and “outstanding.”

The end-of-year trip had the highest rating, while events for parents received the lowest rating (though still above “very good”). The items with the lowest number of parents rating their satisfaction as “good” or better were music lessons and time spent with mentors. Related to time spent with mentors, 12 percent of parents rated their satisfaction as either “terrible,” “poor,” or “OK.” Interestingly, this activity also had the highest percentage of parents providing a rating of “outstanding.”

The most common nomination for scholars’ favorite activity was the end-of-year trip. Other activities listed frequently included Science Camp, the trip to Wilder Forest, music activities, and trips to the Science Museum. Most parents said that their child had liked all of the activities or that they did not know what their child’s least favorite activity would be. The activity that was mentioned most frequently was Science Camp.

Parents were also asked about their satisfaction with program coaches and other staff. Average ratings for each of eight items assessing the staff all fell above “very good.” The highest rated items addressed the friendliness and hospitality of the program staff, the knowledge and skills of the coaches, and the ability of coaches to communicate in a clear and understandable fashion. For each of these items, more than 95 percent of parents gave ratings of “good” or better. The usefulness of staff suggestions and recommendations received the lowest rating. While this item still received a high average rating, 11 percent gave ratings of only “OK.”

Several questions were included in the parent survey to assess general satisfaction with the program. Again, ratings were very positive. Two-thirds of the parents said that their child’s response to the program had been “very favorable” and another 30 percent rated their response as “favorable.” Sixty-one percent of parents rated the program as “outstanding” and another 37 percent gave a rating of “very good.”

When asked to identify the most positive aspect of the program, many parents focused on specific activities that the program had provided. Tutoring was mentioned most frequently, with many parents saying that the program had helped their child with academic outcomes. Parents also mentioned the opportunities that the program provided in terms of extra-curricular activities. In addition to describing specific activities, a number of parents also talked about the benefits of the program, saying that it had a positive influence on their children or had helped them to develop new skills or characteristics.

When asked what they would change about the program, many parents said that they would not change anything. A variety of other responses were provided, though no strong themes emerged.

Scholar satisfaction

Results from the scholars' interviews indicate that scholars have very high satisfaction with the program. Almost all scholars (94%) said that they enjoy being in the program; another 2 percent enjoy it sometimes.

In response to the question of whether they enjoyed activities, average ratings for each item fell between "agree" and "strongly agree." More than 90 percent of scholars reported that they enjoyed activities. Scholars were most satisfied with the end-of-year trip, the trip to Wilder Forest, and tutoring. Satisfaction with individual activities, classes, and lessons was a little lower, though most scholars did enjoy them.

A second area of exploration related to scholars' relationships with the mentors they received through the Big Brothers/Big Sisters program and with their coaches. Again, satisfaction of scholars was very high. When asked what they liked best about their mentor, many scholars mentioned activities that they had done, describing places that they had gone or things that they had done. It was also common for scholars to mention positive characteristics of their mentors. In particular, many described mentors as "nice." When asked what they liked least about their Big mentor, most scholars said that there was not anything that they did not like. Several wished that their mentor would spend more time with them.

Almost all scholars (98%) either "agreed" or "strongly agreed" that the coaches listen to them about what they want to do with their life. Scholars provided a range of responses when asked how the coaches had helped them. Some focused on activities, saying coaches had taken them interesting places or helped them get involved with activities such as tutoring or music lessons. Others focused on the role coaches played in helping them improve their behavior or increase their social skills. A third theme that emerged was the role of coaches in providing information and helping scholars learn.

When scholars were asked what they liked best about the program, the most common response was that they liked the field trips. They also mentioned enjoying activities, including tutoring, Big Brothers/ Big Sisters, Wilder Forest, and science camp. Another theme was that scholars enjoyed spending time with the other participants and making new friends. Some scholars said that the program had helped them learn new things.

Scholars were also asked what they would change about the program. Many said that they would not change anything. The most frequent comment was that they would like more activities, especially field trips. Others mentioned easier transportation, being able to try other activities, including more children, having contests, and creating a drop-in center.

Teacher satisfaction

The evaluation included an exploration of teachers' perceptions of tutoring, including its quality, frequency, and benefits. Teachers were generally satisfied with the quality of tutoring (average just above "very good"). Ratings were also positive for the frequency and benefits of tutoring. For both items, however, approximately 10 percent of teachers rated their satisfaction below "good." There were no significant changes in mean ratings for these items between fall and spring.

In spring 2002, the average rating for the time of day that tutoring was provided fell between "good" and "very good." Frequency of communication with the tutor received the lowest rating, with an average of "good." For both items, while most teachers were satisfied, 12 percent to 15 percent of teachers had ratings below "good."

When asked if they had any additional comments about the tutoring, teachers made a number of positive comments. Many identified positive characteristics of tutors, such as an ability to work well with students and to be flexible with schedules. Teachers also identified concerns, such as a desire for more communication with the tutor and for more information about scholars' progress. Several expressed dissatisfaction that the tutoring was taking place during class time and a few requested that tutoring be expanded to include math.

Teachers were asked about their interactions with the program coaches. These items indicate that teachers had positive perceptions of the coaches. For instance, teachers rated the quality of their relationship with coaches between "very good" and "outstanding." They rated the frequency of their communication with the coaches slightly lower (just below "very good"). All teachers gave ratings of at least "good."

Teachers were also asked to describe the benefits of the Cargill Scholars program for their students. Teachers identified a range of benefits, with many saying there had been

improved academic skills, especially reading. Others described improvements in completion of work, focus and perseverance, interest in school, and confidence. In addition, teachers mentioned the benefits of scholars receiving different activities and services and having positive relationships with staff.

Conclusions and recommendations

Overall, the results from the first year of the Cargill Scholars program indicate that scholars are generally performing well across all outcome areas and that scholars, teachers, and parents are all very satisfied with the program. Despite these positive results, several recommendations emerge from these data for further consideration.

- Scholars continue to demonstrate high levels of social skills and low levels of behavior problems. While interview respondents thought the program had helped with these areas, standardized test scores and actual behavior ratings tended to show stability or slight decline. Data from fall and winter 2002 will help explain whether results indicate the beginning of a trend towards decline or to seasonal variation. In the meantime, staff are encouraged to focus on these behaviors and to consider strategies to assist scholars in developing social skills.
- Most parents are somewhat involved in school activities and results were fairly stable over the course of the first year. Staff may wish to consider additional strategies for providing support or encouragement to those parents with lower levels of involvement.
- Over the course of the first year, many scholars demonstrated academic improvement. Results from report cards yielded significant improvement in many academic domains, though it is difficult to interpret these data given the low response rate and the lack of a comparison group. Standardized test results indicated there was a dramatic improvement in scholars' reading, the area targeted in the tutoring services.
- While these results are extremely positive, scholars still show room for improvement in academics. They demonstrate a number of characteristics that help to support academic growth, such as enjoyment of learning, effort put into work, and consistent school attendance. Staff and tutors are encouraged to continue to build on these strengths to further enhance academic development.
- Another promising finding is that parents who received information about resources to help their child with school were highly likely to use them. However, most parents said that they did not receive information about these resources. Staff may wish to increase their emphasis on dissemination of information about resources to parents.

- Most scholars and parents feel like scholars are likely to attend post-secondary education. However, parents continue to express concern that they will face significant financial barriers. The program may wish to consider providing information and education to parents regarding options for funding post-secondary education to relieve this concern.
- Satisfaction of all stakeholders is exceptionally high. Parents, teachers, and scholars all indicated being very satisfied with the program activities and staff. No strong recommendations for program improvement emerged from these results, though the staff may wish to review and target some of the items that had lower ratings. For instance, some parents said they would like more input in selecting activities or that some service locations are inconvenient.
- Parents were also very satisfied with the cultural competence of the staff. This finding is especially important given the diversity of the scholars served. Staff are encouraged to continue their efforts in this area.

Several conclusions emerge related to the specific activities provided.

- Parents, scholars, and teachers all expressed satisfaction with the quality and benefits of the tutoring that scholars received. While scholars received almost 50 hours of tutoring each, parents identified this as an activity that they wanted to see increased. While an increase may not be feasible, this finding does speak to the popularity of the activity.
- While teachers were also generally satisfied with tutoring, they did express several concerns. Consistent with the results of the previous report, some teachers still express concern about tutoring be offered during the school day and they requested having more communication with the tutors.
- Not all scholars received music lessons this year. According to records maintained by coaches, one-third of the scholars did not receive any lessons and no scholars received more than 15. Parents also identified this activity as one that they would like to see increased. Many parents identified development of musical skills and interest as an outcome of the program. Increasing the frequency of the service may help to strengthen these skills.
- Due to difficulties in matching scholars and mentors, not all scholars had Big Brothers/Big Sisters during this year. For those scholars with mentors, most said that they enjoyed activities with their mentors, though some wanted to have more time together. Many scholars said that they do not talk to mentors about their feelings, though this finding is not surprising given the length of the match. Continued efforts

to match scholars and mentors will ensure that more scholars benefit from this activity over time.

- While parents expressed satisfaction with the overall amount of services and an interest in receiving more tutoring and music lessons, many requested that the frequency of other services be reduced. Program staff may wish to consider the entire array of services to ensure that those provided have the strongest links to potential outcomes and do not exceed the abilities of parents to support them.
- While scholars reported liking all activities, they especially liked the end-of-year trip. From all accounts, this trip was quite successful and scholars are already looking forward to next year's trip.
- When asked to identify scholars' least favorite activity, science camp was most often named. However, most parents said that their children enjoyed this activity and many identified it as a favorite activity. In addition, parents often said that the program had increased scholars' interest in science and science-related careers.
- Scholars' interest in trying new activities decreased between the first and second interview. This decrease may simply be due to the fact that many scholars had started new activities before the second interview. When asked what new activities they want to try, many scholars mentioned sports. Sports were also the most common type of individual or group activity provided, indicating that there is alignment between services provided and scholar interest. However, many scholars also expressed an interest in other types of activities, which were provided much less frequently. Staff may want to review the list of activities generated by scholars to identify future activities or services.

Finally, several issues emerged related to the evaluation. It is recommended that evaluation and program staff review the evaluation and prioritize goals/questions, develop strategies for obtaining more complete academic data, and resolve issues regarding completion of program records.

Introduction

Description of the Cargill Scholars program

Cargill Scholars is a comprehensive, five-year program that aims to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program serves 50 socio-economically-disadvantaged children who attend school in Minneapolis or its northern and western suburbs. It requires active student involvement and parent support in an effort to enrich the lives of the entire family. The program began in the fall of 2001, when scholars were in the fourth grade. When the scholars reach the ninth grade, they will transition into Destination 2010, a college incentive program sponsored by the Minneapolis Foundation.

The alignment between program activities and outcomes for scholars was established through the creation of a logic model. A copy of this logic model is included in the appendix. Cargill Scholars provides the following categories of services to scholars:

- Facilitation of service delivery (including medical services) through individual lesson plans, trouble shooting and problem solving, assessment, goal setting, academic intervention, and scholar recognition.
- Help from academic tutors (math, reading, ELL, etc.).
- Off-site opportunities that broaden their knowledge base (e.g., field trips, Wilder Forest, Science Museum, library card, 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) and program coaches.

Overview of the program evaluation

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

Outcome evaluation

The outcome evaluation is designed to explore the impact of the Cargill Scholars program on the scholars and their families. Five outcome goals are assessed: (1) scholars increase their social competency; (2) parents increase involvement in their child's academic development; (3) scholars develop positive relationships with unrelated adults; (4) scholars increase their school involvement and success; and (5) scholars pursue individual and group interests. There are specific indicators and measures that are assessed within these five areas. The specific manifestation of each outcome, as well as the assessment methods, will be reviewed annually and modified as needed to ensure developmental appropriateness and to adapt to changes in the program. During this first year, the strategies used to assess these outcomes included surveys with scholars, parents, and teachers. These surveys included a standardized social skills assessment, as well as questions designed specifically for this evaluation. In addition, program and school records were used to track outcomes.

Process evaluation

Process evaluation is being used to examine implementation of the Cargill Scholar program and to identify the influence of implementation variables on outcomes and satisfaction. The process evaluation explores the following six issues: (1) the characteristics of the children and families served and the relationship between these characteristics and outcomes or satisfaction; (2) parents' perceptions of the program's accessibility and the relationship between perceived accessibility and outcomes or satisfaction; (3) the dosage of services received by scholars and their families and the relationship between service dosage and outcomes or satisfaction; (4) factors that contributed to scholars' removal from the program, if applicable; (5) the costs of services and the relationship between cost and outcomes for scholars; and (6) parents' perceptions of the program's cultural competence and the relationship between perceived cultural competence and outcomes or satisfaction. Much of the information related to these process issues will be tracked through service records. In addition, several process issues will be examined through the parent surveys.

Satisfaction evaluation

The final component of the evaluation is an examination of stakeholder satisfaction with the program. Three satisfaction goals are assessed: (1) scholars will be satisfied with program services; (2) parents will be satisfied with program services; and (3) teachers will be satisfied with the tutoring services. Satisfaction is assessed through surveys with scholars, parents, and teachers.

Data collection procedures

This report summarizes outcome evaluation results obtained through six strategies: face-to-face interviews with scholars, telephone or face-to-face interviews with parents, mailed or telephone interviews with teachers, information provided by program staff, standardized test scores provided by Change of Mind, and report cards. Copies of the interview protocols are found in the appendix. In the original evaluation plan, information was also going to be obtained using care plans developed by Big Brothers/Big Sisters. However, during this first year of the program, Big Brothers/Big Sisters developed a new evaluation tool, thus, no data were available from the care plans.

Scholar interviews

Interviews were conducted with all 50 of the Cargill Scholars (100%) between January and March 2002. Forty-seven of these scholars (94%) were interviewed again between August and September 2002. Two scholars did not complete the second interview because they had left the program and a third could not be located to complete the interview. These face-to-face interviews were conducted in scholars' homes, schools, or other locations selected by parents.

The interview had two components. First, scholars completed the Social Skills Rating System (SSRS): Elementary Level Student Form for Grades 3-6 (Gresham & Elliott, 1990). This instrument provides a nationally-standardized broad assessment of student social behaviors. This 34-question assessment emphasizes positive behaviors, or pro-social skills, and includes four scales: cooperation, assertion, empathy, and self-control. In addition, scholars completed the Cargill Scholars Scholar Survey, which was developed for the purposes of this evaluation, and includes items related to the outcomes, process, and satisfaction evaluation.

Parent interviews

Second, interviews were conducted with parents or other relatives of Cargill Scholars. Fifty parents (100%) were interviewed between January and March 2002. Between August and September 2002, 46 parents (92%) were interviewed a second time. Two parents could not be located to complete the second interview and two parents refused to participate. Program staff selected one parent to be interviewed for each scholar. Interviews were most often conducted with mothers. The remaining interviews were conducted with fathers, grandmothers, or other relatives. These interviews were completed either over the telephone or in-person in a location selected by the parent. Interviews were conducted in English, Hmong, or Spanish.

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

Teacher interviews

Third, interviews were conducted with scholars' classroom teachers. One teacher per scholar was selected by program staff. For scholars with more than one teacher, this interview was typically with the homeroom or primary teacher. Telephone interviews were conducted with all 50 teachers between January and March 2002, for a response rate of 100 percent. The interview included the Social Skills Rating System (SSRS): Elementary Level Teacher Form for Grades K-6 (Gresham & Elliott, 1990). This assessment includes three sections. The first section includes 30 questions related to students' social skills. For each item, teachers rate how often that behavior is exhibited by the student and how important the behavior is for success in their classroom. Questions in this section assess three skill areas: cooperation, assertion, and self-control. The second section includes 18 questions related to students' problem behaviors. For each behavior, teachers rate how often it occurs. The third section includes nine items related to scholars' academic competence relative to other students in the class. The interview also included the Cargill Scholars Teacher Survey.

In May and June 2002, the interview was repeated with all 50 teachers (100%), though some teachers completed the survey via mail during the second administration. The SSRS was not used for the second administration, due to the restricted length of time between testing periods.

Information provided by program staff

Fourth, program staff provided data that are included in this report. First, staff maintained program records on an ongoing basis using a computerized data system developed by Community TechKnowledge. These records included intake information related to the scholar and his/her family, case planning criteria outcomes, progress notes, and records of all activities. Some outcome data are included, as well as information used to explore process evaluation issues. In addition, the program staff completed the

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

Standardized test results

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

Report cards

Sixth, report cards were collected by the coaches from schools or parents. Coaches collected 38 report cards for the 2001-2002 school year. Of those, 28 were for students enrolled in the Minneapolis school system. The remaining report cards were for students attending schools outside the district. Only the data from Minneapolis Public Schools report cards were included in the evaluation.

Description of clients served

Demographic background

Fifty clients were served by the Cargill Scholars program during its first year (2001-02). Twenty-six clients (52%) were female (see Figure 1). Almost half of the participants were African American (48%). Other ethnic groups represented included Asian Pacific Islander (16%), Latino (12%), American Indian/Alaskan Native (8%), Caucasian (8%), African Immigrants (6%), and Multi-racial (2%).

1. Demographic background of clients served

Item	2001-02 (N=50)	
	N	%
Gender		
Male	24	48%
Female	26	52%
Ethnicity		
African American	24	48%
Asian/Pacific Islander	8	16%
Latino	6	12%
American Indian/Alaskan Native	4	8%
Caucasian	4	8%
African Immigrant	3	6%
Multiracial	1	2%

All scholars were in fourth grade during the 2001-02 program year. The 50 scholars attended 36 different schools, primarily in Minneapolis. Thirty-four of these schools were public schools and the remaining two were charter schools.

Wilder Client Characteristics Checklist

The Wilder Client Characteristics Checklist is a 60-item instrument developed by Wilder Research Center. This instrument contains a list of child and family characteristics, each of which is rated by staff as being either “observed” or “not observed.” The list of items was developed based on Jessor’s problem behavior theory and other empirical literature

related to risk and resilience factors. The Checklist is designed to assess a variety of characteristics that have been found to predict problem behavior in children, adolescents, and adults. In the spring of 2002, the two Cargill Scholars program coaches completed these checklists for each of the scholars.

Figure 2 summarizes the total number of characteristics exhibited by scholars (out of the total of 60 possible characteristics). As seen in this figure, 20 percent of the scholars were described as exhibiting no risk characteristics. Two-thirds of the scholars (66%) exhibited between one and four characteristics. The average number of characteristics exhibited by scholars was 3.0. These results suggest that the Cargill Scholars are generally at low risk for a variety of problem behaviors.

2. Wilder Client Characteristics Checklist: total number of characteristics

Total number of observed characteristics	2001-02 (N=50)	
	N	%
0	10	20%
1-2	16	32%
3-4	17	34%
5-6	1	2%
7-10	4	8%
11-15	3	6%
Average total number of observed characteristics	3.0	

Figure 3 summarizes the percentage of scholars described as exhibiting each of the specific characteristics. Half of the scholars lived in families headed by a single parent. Other relatively prevalent characteristics were parental divorce or separation (46%), chronic economic distress (36%), distractibility or attentional deficits (18%), and a pattern of impulsivity (12%). Ten percent were described as having a history of low academic performance. No other characteristic was exhibited by more than 10 percent of the scholars.

3. Wilder Client Characteristics Checklist: frequency of specific client characteristics

Parent, Child, and Family Characteristics	2001-02 (N=50)
Family is or has been headed by a single parent	50%
Child has experienced parental divorce or separation	46%
Family has experienced chronic economic distress	36%
Child is easily distractible or has attentional deficits	18%
Child exhibits pattern of impulsivity	12%
Child has a history of low academic performance (e.g., failing grades, repeated a grade)	10%
Parents exhibit poor or inconsistent monitoring of child's behavior (e.g., children often unsupervised, inconsistent discipline)	8%
Parental figure or sibling has a chronic illness or handicap	6%
One or more parental figures has engaged in probable or adjudicated criminal activity	6%
Family has had serial changes in parental figures (e.g., foster placements, reunifications with parents, living with relatives, parental figures/partners moving in and out of household)	6%
Family has had frequent changes in residence (3 or more times in previous 5 years)	6%
Child threatens or intimidates others	6%
Child is assaultive or physically attacks others	6%
Child has multiple suspensions and/or at least one expulsion/administrative transfer from the school or child care setting	6%
Child has a history of temper tantrums	6%
Child has a history of isolative or withdrawn behavior	6%
Child exhibits unhealthy eating habits	6%
Child exhibits separation anxiety	6%
Biological or adoptive parents terminated rights on the child	6%
Parental figures have been involved with social service agencies for two or more years	4%
Family exhibits chronic unresolved conflicts between parental figures	4%
Child is the recipient of special education services	4%
Child is often irritable	4%
Child is often hyperactive	4%
Child has exhibited physical cruelty to animals	4%
Child has chronic illness or health problems	4%

3. Wilder Client Characteristics Checklist: frequency of specific client characteristics (continued)

Parent, Child, and Family Characteristics	2001-02 (N=50)
Child does not participate in organized religious activities	4%
One or more parental figures has a history of chemical abuse or is currently exhibiting chemical abuse	2%
Family exhibits frequent unresolved conflicts between parental figure(s) and child	2%
Child has experienced probable neglect by current or previous caregivers	2%
Child has dropped out or stopped attending school	2%
Child has been in previous out-of-home placements	2%
Child has a history of self-injurious behavior (e.g., scratching, cutting, biting, hair pulling)	2%
Child exhibits probable chemical abuse or has been diagnosed as chemically dependent	2%
Child exhibits poor or insecure attachment to parents (e.g., indifference, avoidance, hostility)	2%
Child does not participate in organized social activities (e.g., sports, school or recreational activities, clubs, scouts)	2%
Mother was under 18 when child was born	0%
Parental figure or sibling of child has died (not suicide)	0%
One or more parental figures has less than a high school education	0%
One or more parental figures has had previous mental illness treatment	0%
Family has a history of suicide (not client)	0%
Child's behavior endangers self or others (e.g., fast driving, playing with firearms, jumping from high places)	0%
Child was born prematurely	0%
Child smokes cigarettes	0%
Child is preoccupied with and/or inappropriately plays with fire	0%
Child is an adjudicated delinquent	0%
Child has witnessed violence between parental figures	0%
Child has made a suicide attempt	0%
Child has had multiple episodes of truancy	0%
Child has had multiple episodes of running away	0%
Child has had at least one pregnancy or has fathered a child	0%
Child has experienced probable or documented sexual abuse	0%

3. Wilder Client Characteristics Checklist: frequency of specific client characteristics (continued)

Parent, Child, and Family Characteristics	2001-02 (N=50)
Child has experienced probable or documented physical abuse	0%
Child has engaged in multiple acts of vandalism	0%
Child has been the recipient of one or more previous outpatient intervention efforts	0%
Child has a history of feeding and/or sleeping problems	0%
Child experienced prenatal exposure to drugs or alcohol	0%
Child exhibits sedentary lifestyle or does not exercise regularly	0%
Child does not have strong positive relationships with any unrelated adults (e.g., mentors, counselors, neighbors)	0%
Child does not have strong connections to extended family (e.g., grandparents, aunts, uncles)	0%

Description of services received

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

Tutoring

Figure 4 summarizes the number of hours of tutoring that scholars received between September 2001 and June 2002. A total of 2,446 hours of tutoring were recorded by the coaches. The number of hours of tutoring received by individual scholars ranged from 0 to 76, with an average of 48.9 hours per scholar. Eighty-four percent of the scholars received between 41 and 60 hours of tutoring.

4. Hours of tutoring received

Total hours of tutoring	2001-02 (N=50)
0	2%
1 – 10	2%
11 – 20	0%
21 – 30	2%
31 – 40	6%
41 – 50	32%
51 – 60	52%
61 – 70	2%
71 – 80	2%
TOTAL HOURS	2,446
MEAN HOURS	48.9

Music lessons

Figure 5 summarizes the number of hours of music lessons received by scholars through June 2002. A total of 248 hours of music lessons were recorded by the coaches. The number of hours of music lessons received by individual scholars ranged from 0 to 15, with an average of 5.0 hours per scholar. One-third of the scholars did not receive any music lessons this year. The remaining two-thirds of the scholars received between 1 and 15 hours of lessons.

5. Hours of music lessons received

Total hours of music lessons	2001-02 (N=50)
0	34%
1 – 10	44%
11 – 20	22%
21 – 30	0%
31 – 40	0%
41 – 50	0%
TOTAL HOURS	248
MEAN HOURS	5.0

Individual and group activities

Figure 6 summarizes the number of hours of programming received by scholars through June 2002. A variety of individual and group activities are provided by, or coordinated, through, the Cargill Scholars program. These activities fall into several categories: music, other than music lessons, arts, sports, academics (other than tutoring), and other. Within each of these categories, scholars could participate in individual activities, group activities, and camp activities. The two Cargill Scholars coaches recorded scholars' participation in these activities.

Scholars were most likely to be involved in sports activities. Combined, scholars received 1,966 hours of sports programming. On average, scholars spent almost 40 hours during the year in sports. Eighty-four percent of the scholars spent more than 20 hours in sports programming. Students also spent substantial time in academic programming. On average, students spent 26.0 hours in academic programming with 50 percent of the students receiving 31 to 40 hours. Combined, scholars received 1,298 hours of academic

programming. In contrast, 90 percent or more of the students were reported to have spent no time pursuing music, arts, or other activities.

6. Total hours of programming received by scholars

Hours	Type of programming 2001-02 (N=50)				
	Sports	Music	Arts	Academics	Other
0	8%	98%	90%	12%	100%
1 – 10	0%	0%	4%	4%	0%
11 – 20	8%	2%	6%	6%	0%
21 – 30	16%	0%	0%	28%	0%
31 – 40	28%	0%	0%	50%	0%
41 – 50	12%	0%	0%	0%	0%
51 – 60	14%	0%	0%	0%	0%
More than 60	14%	0%	0%	0%	0%
TOTAL HOURS	1,966	20	46	1,298	0
MEAN HOURS	39.3	0.4	0.9	26.0	0.0

Cargill Scholars activities

As seen in Figure 7, all of the scholars attended at least one Cargill Scholars activity. These activities included the end-of-year trip, trips to the Science Museum and Wilder Forest, and other activities. On average, scholars attended 4.7 activities. The majority of the scholars (94%) attended between 3 and 5 activities through June 2002.

7. Number of Cargill Scholars activities attended

Total number of activities	2001-02 (N=50)
0	0%
1	4%
2	2%
3	10%
4	14%
5 or more	70%
MEAN	4.7

Family activities

The Cargill Scholars program also provided family activities. During the first year of the program, two family activities were provided. These activities included the kick-off banquet held in October 2001 and Hooray Day, an end of year recognition and celebration event. As seen in Figure 8, 21 scholars (42%) were documented as having attended an activity. However, program staff reported that there were some discrepancies in the way this information was recorded. Incomplete information was available regarding the number of families who attended the kick-off dinner, so not all families were documented as having attended. For Hooray Day, this event may have been accidentally counted as a Cargill Scholars activity for some scholars and as a family activity for others. Cargill Scholars staff are checking these records and any changes will be reflected in the next report.

8. Number of family activities attended

Total number of activities	2001-02 (N=50)
0	58%
1	42%
2	0%
3	0%
4	0%
5 or more	0%
MEAN	0.4

Meetings with coaches

Coaches also recorded their other contacts with scholars and families. The frequency of these contacts are reported in Figure 9. First, meetings with the family were documented. In the first year of the program (through June 2002), coaches met with half of the families one time. There were no meetings with the other 25 families. Second, the coaches recorded the number of meetings that they had with scholars and their teachers and/or parents to discuss their academic progress or extra-curricular involvement. On average, coaches had 8.7 of these meetings with each scholar. All scholars had at least one progress meeting. Third, coaches documented their attendance at scholars' activities, such as sporting events or musical recitals. Coaches did not attend any activities for 40 percent of the scholars. Coaches attended between one and five events for 54 percent of

the scholars. On average, coaches attended 1.6 activities for each scholar during the first year. Again, there may be some inconsistencies in how these meetings were recorded by program staff. Staff are discussing the issue of how to record meetings most accurately. If changes are made, they will be reflected in future reports.

9. Meetings with coaches

Total numbers of meetings with coaches	2001-02 (N=50)			Total
	Family	Kids: progress	Kids: activity	
0	50%	0%	40%	0%
1 – 5	50%	32%	54%	6%
6 – 10	0%	28%	6%	40%
11 – 15	0%	38%	0%	28%
16 – 20	0%	2%	0%	24%
More than 20	0%	0%	0%	2%
MEAN	1.5	8.7	1.6	11.9

Big Brothers/Big Sisters mentoring

During the first year, 19 scholars were matched with mentors through the Big Brothers/Big Sisters program. While no formal records of activities are kept, the Big Brothers/Big Sisters staff member regularly checks in with mentors. Mentors and scholars are expected to meet on average twice a month. Assuming that scholars and mentors met an average of twice a month from the time they were matched until the end of June, there were approximately 232 activities.

Outcome evaluation results

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

Social competency

The first outcome goal is that scholars will increase their social competency. Among the specific components of this goal are social skills, positive relationships, confidence in their ability to succeed, fair competition and ability to learn from defeat, and reduced involvement in risk activities. The measures related to this goal are obtained from all three interviews as well as all three versions of the Social Skills Rating Scale. Other measures are obtained from the ratings of coaches and from report cards. Each of these measures is discussed separately.

Social Skills Rating System (SSRS): Elementary level parent form for grades K-6

Several outcome measures related to social competency are obtained from the parent SSRS. These outcome measures utilize address two different areas: social skills and problem behaviors.

Social skills

The first outcome measure is the percentage of scholars with Total Social Skills Ratings of "average" or "more." According to parents' ratings of scholars' social skills, in both winter 2001 and summer 2002, 22 percent of scholars were rated as having more social skills than others of their age and gender. The percentage of parents who described as scholars as having fewer social skills doubled from 13 percent in winter 2001 to 26 percent in summer 2002. There was a corresponding slight decrease in the mean total social skills score (see Figure 10). Figure 11 illustrates in graphical form the number of scholars with average or better total social skills scores.

In addition to providing a total social skills rating, the parent version of the SSRS measures four specific social skills: cooperation, assertion, self-control, and responsibility. The second outcome measure is the percentage of scholars showing "average" or "more" social skills than others of their age and gender in each of these

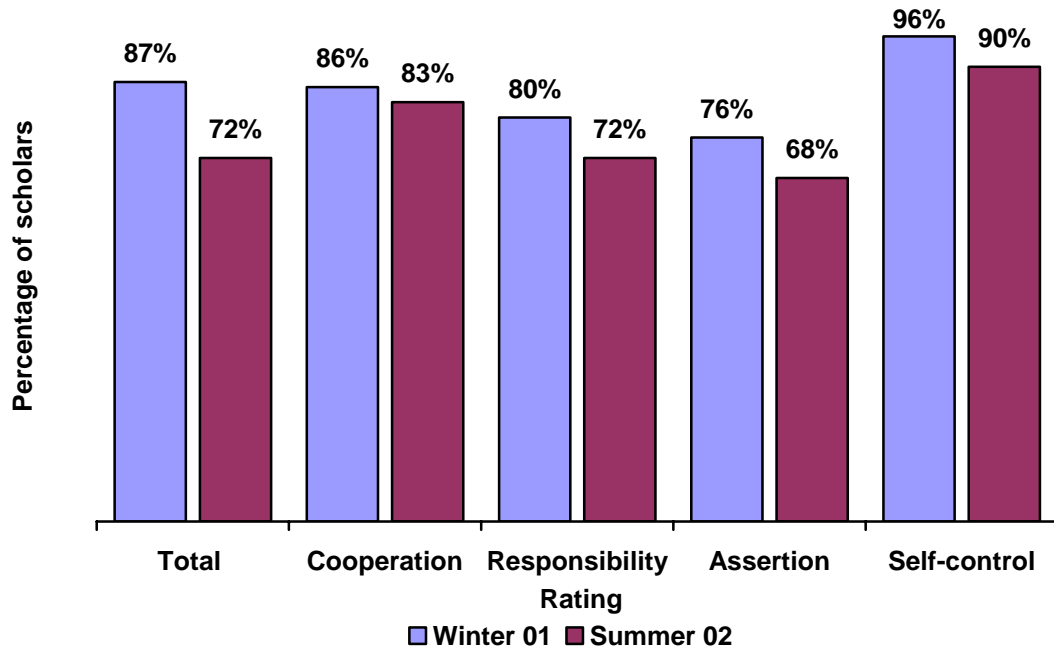
areas. In the summer of 2002, at least 60 percent of scholars were classified as having “average” or “more” social skills than their peers in each of these four areas. The highest rating was reported for self-control (90% of scholars average or higher) and cooperation (82% of scholars average or higher) (see Figure 10).

The changes in mean scores between winter 2001 and summer 2002 were very small. For responsibility, assertion, and self-control, a lower percentage of scholars fell into the “average” range in summer 2002 than in winter 2001, while the percentage rated as showing “fewer” and “more” social skills increased. For cooperation, the percentage of scholars rated as showing “more” social skills decreased, while the percentage showing “fewer” or “average” social skills increased. These results are also presented graphically in Figure 11.

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

Social skills	N	Raw scores		Standard scores		Behavior levels		
		Mean	Std. Dev.	Mean	Std. Dev.	Fewer	Average	More
Total Social Skills								
Winter 01	45	55.6	10.8	125.2	62.1	13%	65%	22%
Summer 02	46	54.2	11.6	116.0	56.2	26%	50%	22%
Cooperation								
Winter 01	49	12.9	4.1	-	-	14%	61%	25%
Summer 02	46	12.9	4.1	-	-	17%	65%	17%
Responsibility								
Winter 01	44	13.9	2.8	-	-	20%	64%	16%
Summer 02	43	13.5	3.2	-	-	28%	52%	21%
Assertion								
Winter 01	46	15.3	2.9	-	-	24%	74%	2%
Summer 02	46	14.9	3.7	-	-	33%	61%	7%
Self-control								
Winter 01	45	13.5	3.3	-	-	4%	76%	20%
Summer 02	42	13.2	3.6	-	-	10%	69%	21%

11. Parent SSRS: percentage of scholars showing average or better social skills



For parents that completed an SSRS form in both the winter and summer, change on the social skills scales was examined three ways. First, improvement was defined as movement of one or more standard deviation in a positive direction (i.e., towards higher levels of social skills). For the Total Social Skills Scale, the standard deviation was 8.5 points. As seen in Figure 12, four scholars (10%) showed an increase of at least 8.5 points (improvement), while eight scholars (19%) showed a decrease of this magnitude (decline). The remaining scholars showed less than an 8.5 point change in either direction, indicating relative stability in their scores.

12. Parent SSRS: standard deviation change in behavior levels on total social skills

Winter 01 behavior level	N	Summer 02 behavior levels		
		8.5 point or more increase	Less than a 8.5 point change	8.5 point or more decrease
Total Social Skills	41	4 (10%)	29 (71%)	8 (19%)

The standard deviation for the specific social skills scales was 3 points. Figure 13 summarizes the percentage of scholars who showed an increase of three or more points on these scales. As seen in this figure, in general, one-half to three-quarters of the scholars showed less than a three point change in their scores, indicating relative stability. The percentage of scholars who showed an increase (i.e., improvement) of at least three points ranged from 12 to 19 percent. The percentage that showed a decrease of three or more points ranged from 14 to 29 percent. The scales with the largest percentage of scholars showing decline were responsibility (27%) and cooperation (29%). For each of the four scales, more scholars showed a three-point decrease than a three-point increase.

13. Parent SSRS: standard deviation change in behavior levels on specific social skills scales

Winter 01 behavior level	N	Summer 02 behavior levels		
		3 point or more increase	Less than a three point change	3 point or more decrease
Responsibility	37	7 (19%)	20 (54%)	10 (27%)
Cooperation	45	8 (18%)	24 (53%)	13 (29%)
Assertion	42	5 (12%)	31 (74%)	6 (14%)
Self-control	38	5 (13%)	27 (71%)	6 (16%)

Second, improvement on the Social Skills scales was defined as movement from one behavior level to one more positive (i.e., moving from below average to average social skills or from average to above average social skills). As seen in Figure 14, 24 of the 41 scholars with matched valid scores (59%) received the same rating on their Total Social Skills scale in the summer of 2002 as they had received in the winter of 2001. Six scholars moved to a more positive social skills rating. Eleven scholars showed a decrease of at least one social skills level.

14. Parent SSRS: change in behavior levels on total social skills

Winter 01 behavior level	N	Summer 02 behavior levels		
		Improved	Maintained	Declined
Total Social Skills				
Low	1	1 (100%)	0 (0%)	-
Below Average	4	2 (50%)	1 (25%)	1 (25%)
Average	26	3 (11%)	16 (62%)	7 (27%)
Above Average	2	0 (0%)	2 (100%)	0 (0%)
High	8	-	5 (63%)	3 (27%)

For all four of the specific social skills scales, the majority of the scholars did not show any change in their classification between winter 2001 and summer 2002. Scholars were most likely to move to a more negative rating on the cooperation scale (11 scholars) and the responsibility scale (9 scholars). However, the responsibility scale also showed the highest number of scholars moving to a more positive rating (11 scholars) (see Figure 15).

15. Parent SSRS: change in behavior levels on specific social skills scales

Winter 01 behavior level	N	Summer 02 behavior levels		
		Improved	Maintained	Declined
Responsibility				
Fewer	8	7 (88%)	1 (12%)	-
Average	22	4 (18%)	11 (50%)	7 (32%)
More	7	-	5 (71%)	2 (29%)
Cooperation				
Fewer	5	3 (60%)	2 (40%)	-
Average	28	1 (4%)	21 (75%)	6 (21%)
More	12	-	7 (58%)	5 (42%)
Assertion				
Fewer	10	1 (10%)	9 (90%)	-
Average	31	3 (10%)	25 (80%)	3 (10%)
More	1	-	0 (0%)	1 (100%)
Self-control				
Fewer	2	2 (100%)	0 (0%)	-
Average	28	3 (11%)	21 (75%)	4 (14%)
More	8	-	6 (75%)	2 (25%)

Third, paired t-tests were conducted to examine variation in mean scores. As seen in Figure 16, mean Total Social Skills scores showed some decline between winter 2001 and summer 2002. Mean scores on the specific scales tended to remain stable or to show slight negative change. None of these changes were statistically significant.

16. Parent SSRS: paired t-test for mean ratings for social skills scales

	N	Mean winter 01	Mean summer 02	T-test
Total raw score	41	56.2	54.7	1.1
Total standard score	41	128.0	118.6	1.3
Cooperation raw score	45	13.2	12.8	1.0
Responsibility raw score	37	14.0	13.8	0.4
Assertion raw score	42	15.2	15.1	0.5
Self-control raw score	38	13.6	13.3	0.6

Problem behaviors

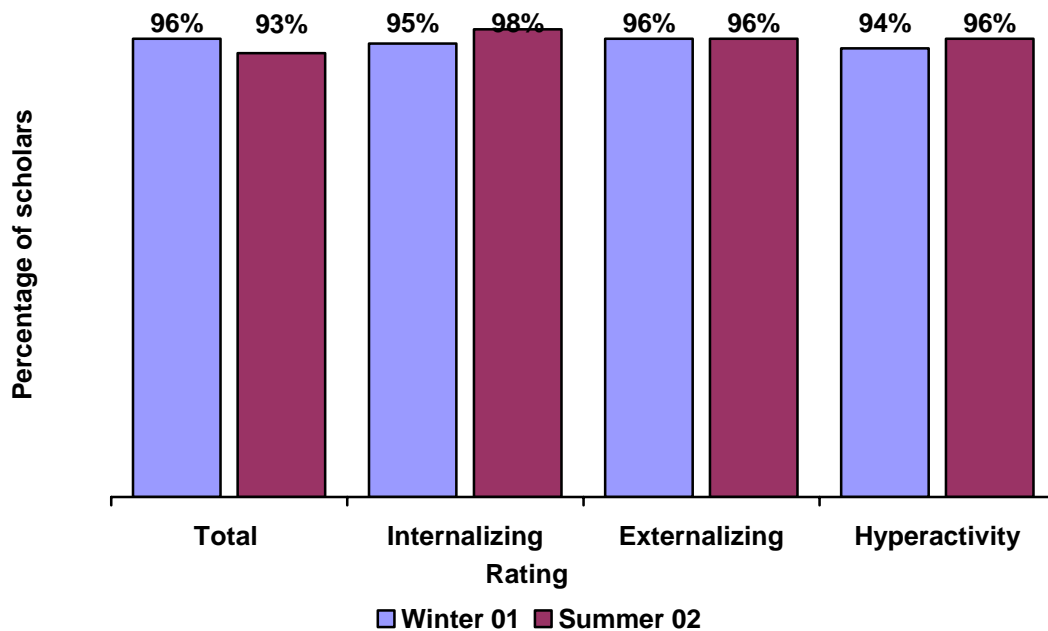
In addition to measuring social skills, the parent version of the Social Skills Rating Scale also assesses behavior problems. The third outcome measure is the percentage of scholars showing “average” or “fewer” behavior problems compared to others of their age and gender. These results are summarized in Figure 17.

Approximately 95 percent of scholars were rated by their parents as showing “average” or “fewer” behavior problems in all areas. Similar to the results from winter 2001, the lowest levels of behavior problems in summer 2002 were reported for externalizing problems (such as fighting with or bullying others) and hyperactivity, with almost 40 percent of scholars showing fewer problems than would be expected for their peers. In contrast, internalizing problems (such as sadness or depression) occurred more frequently, with only 22 percent of scholars showing fewer problems than comparable students. Overall rates of these behaviors, however, were still very low. These results are presented graphically in Figure 18.

17. Parent SSRS: mean ratings and behavior levels on problem behavior scales

Problem behaviors	N	Raw scores		Standard scores		Behavior levels		
		Mean	Std. Dev.	Mean	Std. Dev.	Fewer	Average	More
Total problem behavior								
Winter 01	50	9.3	6.4	94.4	12.5	38%	58%	4%
Summer 02	46	9.4	6.1	95.3	12.5	39%	54%	7%
Internalizing								
Winter 01	49	3.4	2.3	-	-	16%	78%	6%
Summer 02	46	3.0	2.0	-	-	22%	76%	2%
Externalizing								
Winter 01	49	2.8	2.6	-	-	43%	53%	4%
Summer 02	46	3.0	2.3	-	-	37%	59%	4%
Hyperactivity								
Winter 01	50	3.2	2.6	-	-	34%	60%	6%
Summer 02	46	3.3	2.6	-	-	39%	57%	4%

18. Parent SSRS: percentage of scholars showing average or fewer problem behaviors



Three sets of analyses were conducted to explore potential changes on the problem behavior scales. First, improvement was defined as movement of one or more standard deviation, or 5.5 points, in a negative direction (i.e., towards lower levels of behavior problems) for the Total Problem Behavior score and a 2 point decrease on the individual scales. As seen in Figure 19, 85 percent of scholars did not show significant change on the Total Problem Behavior Score. For those scholars who did show change, they were more likely to move in a negative direction (11%) than in a positive direction (4%).

19. Parent SSRS: standard deviation change in behavior levels on total problem behavior scale

Winter 01 behavior level	N	Summer 02 behavior levels		
		5.5 point or more increase	Less than a 5.5 point change	5.5 point or more decrease
Total problem behavior	46	5 (11%)	39 (85%)	2 (4%)

More scholars showed significant movement on the individual problem behavior scales. The percentage of scholars who showed an improvement (i.e., decrease) of at least two points ranged from 15 percent on the hyperactivity scale to 20 percent on the internalizing problems scale. However, 16 to 27 percent of the scholars showed at least a two point increase in these areas, indicating that problem behaviors worsened for some scholars (see Figure 20).

20. Parent SSRS: standard deviation change in behavior levels on specific problem behavior scales

Winter 01 behavior level	N	Summer 02 behavior levels		
		2 point or more increase	Less than a 2 point change	2 point or more decrease
Internalizing	45	7 (16%)	29 (64%)	9 (20%)
Externalizing	45	12 (27%)	25 (56%)	8 (18%)
Hyperactivity	46	11 (24%)	28 (61%)	7 (15%)

Second, improvement on the problem behavior scales was also defined as movement from one behavior level to one more positive (i.e., moving from more to average problem behaviors skills or from average to fewer problem behaviors). As seen in Figure 21, scholars most often remained in the same rating level in summer 2002 as they were in

winter 2001. Overall, scholars were equally likely to move to a more positive or a more negative rating. More scholars moved to a more negative rating related to Externalizing problems than for the other problem behavior scales.

21. Parent SSRS: change in behavior levels on problem behaviors

Winter 01 behavior level	N	Summer 02 behavior levels		
		Improved	Maintained	Declined
Total problem behavior				
Fewer	19	-	15 (79%)	4 (21%)
Average	25	3 (12%)	20 (80%)	2 (8%)
More	2	1 (50%)	1 (50%)	-
Internalizing				
Fewer	8	-	4 (50%)	4 (50%)
Average	34	5 (15%)	29 (85%)	0 (0%)
More	3	2 (67%)	1 (33%)	-
Externalizing				
Fewer	20	-	12 (60%)	8 (40%)
Average	24	5 (21%)	17 (71%)	2 (8%)
More	1	1 (100%)	0 (0%)	-
Hyperactivity				
Fewer	17	-	13 (76%)	4 (24%)
Average	26	5 (19%)	20 (77%)	1 (4%)
More	3	2 (67%)	1 (33%)	-

In addition, paired t-tests were conducted to explore variation in average parent SSRS scores between the first and second administrations. These results are presented in Figure 22. There were no statistically significant changes in problem behavior scores between winter 2001 and summer 2002.

22. Parent SSRS: paired t-test for mean ratings on problem behavior scales

	N	Mean winter 01	Mean summer 02	T-test
Total raw score	46	9.0	9.4	-0.5
Total standard score	46	93.9	95.3	-1.0
Internalizing raw score	45	3.3	3.1	0.6
Externalizing raw score	45	2.7	3.0	-0.9
Hyperactivity raw score	46	3.0	3.3	-0.7

Social Skills Rating System (SSRS): elementary level teacher form for grades K-6

Social competency measures are also obtained from the teacher SSRS. These outcome measures utilize address three different areas: social skills, problem behaviors, and classroom behavior. Because the SSRS was only administered once during the first year, improvement in social competence could not be assessed. During 2002-03, the SSRS will be re-administered and possible improvement explored.

Social skills

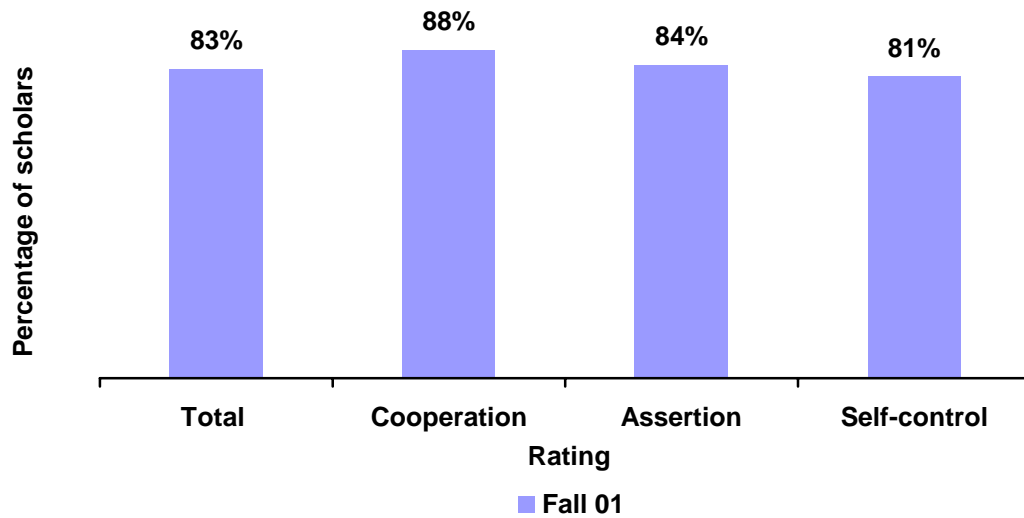
The first outcome measure from the teacher SSRS is the percentage of scholars with Total Social Skills Ratings of “average” or “more.” As seen in Figure 23, 83 percent of teachers rated scholars as showing average or better total social skills in the fall of 2001. These results are presented graphically in Figure 24.

The second outcome measure is the percentage of scholars showing “average” or “more” social skills than others of their age and gender in the areas of cooperation, assertion, and self-control. The percentage of scholars receiving ratings at this level were relatively consistent across these three areas, ranging from 81 to 88 percent.

23. Teacher SSRS: mean ratings and behavior levels on social skills scales

Social skills	N	Raw scores		Standard scores		Behavior levels		
		Mean	Std. Dev.	Mean	Std. Dev.	Fewer	Average	More
Total social skills								
Fall 01	42	40.6	8.7	97.4	10.9	17%	81%	2%
Spring 02	-	-	-	-	-	-	-	-
Cooperation								
Fall 01	49	15.1	3.6	-	-	12%	86%	2%
Spring 02	-	-	-	-	-	-	-	-
Assertion								
Fall 01	38	11.2	3.5	-	-	16%	82%	2%
Spring 02	-	-	-	-	-	-	-	-
Self-control								
Fall 01	36	14.3	4.5	-	-	19%	67%	14%
Spring 02	-	-	-	-	-	-	-	-

24. Teacher SSRS: percentage of scholars showing average or more social skills



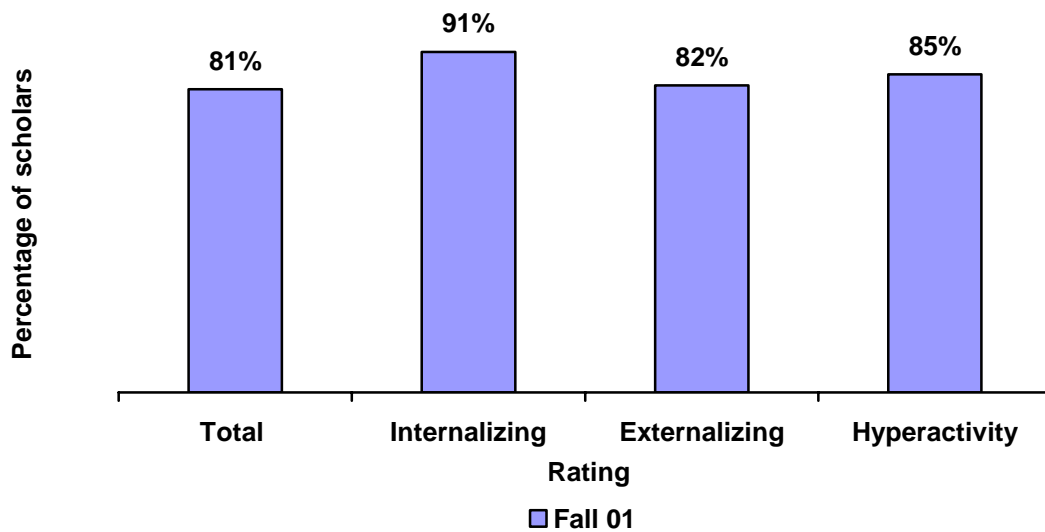
Problem behaviors

The third measure is the percentage of scholars showing “average” or “fewer” behavior problems compared to others of their age and gender. These results are summarized in Figure 25. Teachers rated 81 percent of scholars as showing average or fewer total problem behaviors. The percentage of scholars rated as showing average or fewer specific behaviors ranged from 82 percent for externalizing problems to 92 percent for internalizing problems. No scholars were rated by teachers as showing fewer behavior problems than average in the areas of internalizing problems, externalizing problems, or hyperactivity. These results are presented graphically in Figure 26.

25. Teacher SSRS: mean ratings and behavior levels on problem behavior scales

Problem behaviors	N	Raw scores		Standard scores		Behavior levels		
		Mean	Std. Dev.	Mean	Std. Dev.	Fewer	Average	More
Total problem behavior								
Fall 01	48	9.4	5.9	102.4	12.4	8%	73%	19%
Spring 02	-	-	-	-	-	-	-	-
Internalizing								
Fall 01	47	3.5	2.5	-	-	0%	91%	9%
Spring 02	-	-	-	-	-	-	-	-
Externalizing								
Fall 01	50	2.2	2.9	-	-	0%	82%	18%
Spring 02	-	-	-	-	-	-	-	-
Hyperactivity								
Fall 01	48	3.6	3.0	-	-	0%	85%	15%
Spring 02	-	-	-	-	-	-	-	-

26. Teacher SSRS: percentage of scholars showing average or fewer problem behaviors



Classroom behavior

The fourth outcome measure for the teacher SSRS is the percentage of scholars rated as falling into the top 30 percent of the class in terms of their classroom behavior. These results are reported in Figure 27. Almost three-quarters (74%) of scholars were rated by teachers as falling into the top 30 percent of their class in terms of their classroom behavior.

27. Teacher SSRS: ratings of student classroom behavior

Compared with other children in my classroom, this child's overall classroom behavior is...	Percentage						Mean	Std. Dev.
	N	Lowest 10%	Next lowest 20%	Middle 40%	Next highest 20%	Highest 10%		
Fall 01	50	6%	4%	16%	36%	38%	4.0	1.1
Spring 02	-	-	-	-	-	-	-	-

Social Skills Rating System (SSRS): elementary level student form for grades K-6

Scholars also completed a self-report version of the SSRS. Two outcome measures are obtained from the student form. These measures address total social skills and several specific social skills.

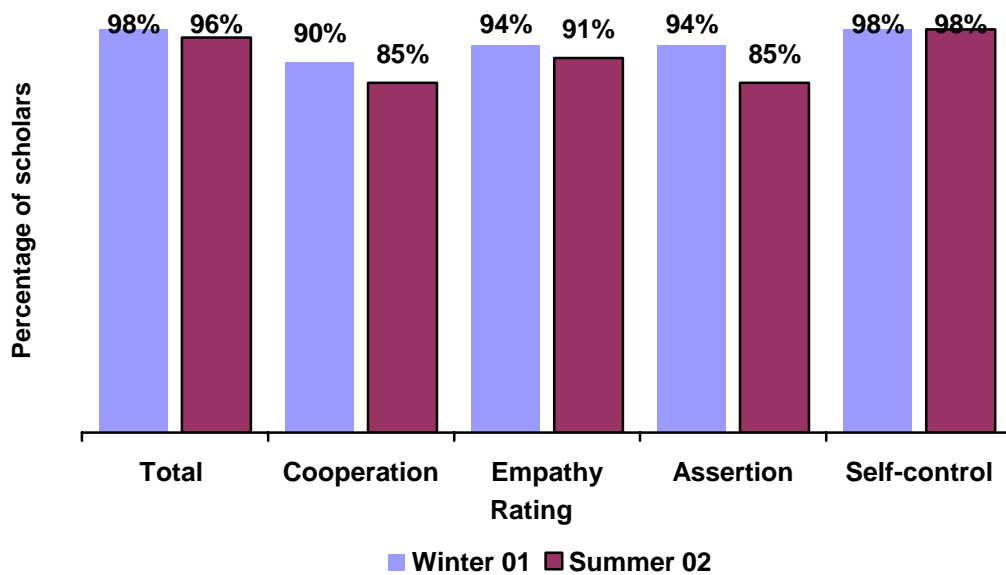
The first measure is the percentage of scholars with Total Social Skills Ratings of “average” or “more.” As seen in Figure 28, 96 percent of scholars rated themselves as having at least average social skills in summer 2002. This result is comparable to the 98 percent who rated themselves at this level in winter 2001.

The second measure is the percentage of scholars showing “average” or “more” social skills than others of their age and gender in the areas of cooperation, assertion, empathy and self-control. Again, scholars rated themselves highly in these areas, with at least 85 percent of scholars falling into the “average” or “more” social skill levels. Scholars rated themselves especially high in the area of self-control. Scores remained relatively stable between winter 2001 and summer 2002. However, there were a few notable changes, including increases in the percentage of scholars who rated themselves as having fewer social skills in the areas of cooperation and assertion. These results are presented graphically in Figure 29.

28. Student SSRS: mean ratings and behavior levels on social skills scales

Social skills	N	Raw scores		Standard scores		Behavior levels		
		Mean	Std. Dev.	Mean	Std. Dev.	Fewer	Average	More
Total social skills								
Winter 01	50	62.1	9.5	134.8	57.9	2%	56%	42%
Summer 02	47	64.6	10.1	132.6	57.5	4%	51%	45%
Cooperation								
Winter 01	49	16.0	3.0	-	-	10%	63%	27%
Summer 02	46	15.7	2.8	-	-	15%	61%	24%
Empathy								
Winter 01	49	16.7	2.6	-	-	6%	74%	20%
Summer 02	47	17.0	2.3	-	-	9%	67%	24%
Assertion								
Winter 01	49	15.4	2.8	-	-	6%	57%	37%
Summer 02	46	14.7	3.0	-	-	15%	50%	35%
Self-control								
Winter 01	48	14.3	3.1	-	-	2%	48%	50%
Summer 02	47	14.3	3.3	-	-	2%	57%	41%

29. Student SSRS: percentage of scholars showing average or more social skills



Change on the Social Skills ratings was examined using three strategies. First, improvement was defined as the percentage changing by one standard deviation. For Total Social Skills, the standard deviation was 9.5 points. Seventy-two percent of the scholars showed less than a 9.5 point change in either direction, indicating relative stability in scores. Nineteen percent of clients showed a decrease (i.e., decline) of 9.5 points, while 9 percent of clients showed an increase (i.e., improvement) of 9.5 points. These results are presented in Figure 30.

30. Student SSRS: change in behavior levels on total social skills scale

Winter 01 behavior level	N	Summer 02 behavior levels		
		9.5 point or more Increase	Less than a 9.5 point change	9.5 point or more decrease
Total Social Skills	47	4 (9%)	34 (72%)	9 (19%)

For the four specific social skills scores, the standard deviation was three points. For each of the four scales, 57 to 71 percent of scholars did not show a change of three or more points (see Figure 31). For cooperation and empathy, scholars were slightly more likely to show improvement (16% and 20%) than decline (13% and 16%). However for assertion and self-control, more than one-quarter of the scholars showed a decrease of more than three points.

31. Student SSRS: change in behavior levels on specific social skills scales

Winter 01 behavior level	N	Summer 02 behavior levels		
		3 point or more Increase	Less than a 3 point change	3 point or more decrease
Cooperation	45	7 (16%)	32 (71%)	6 (13%)
Empathy	45	9 (20%)	29 (64%)	7 (16%)
Assertion	45	5 (11%)	27 (60%)	13 (29%)
Self-control	44	8 (18%)	25 (57%)	11 (25%)

Second, improvement was defined as movement from one behavior level to one more positive (i.e., moving from fewer to average social skills or from average to more social skills). As seen in Figure 32, most scholars did not show change in their Total Social Skills rating. Scholars were slightly more likely to move in a negative direction (n=9) than in a positive direction (n=6).

32. Student SSRS: change in behavior levels on total social skills scale

Winter 01 behavior level	N	Improved	Maintained	Declined
Total Social Skills				
Low	0	-	-	-
Below Average	1	1 (100%)	0 (0%)	0 (0%)
Average	25	4 (16%)	19 (76%)	2 (8%)
Above Average	12	1 (8%)	7 (58%)	4 (32%)
High	9	-	6 (67%)	3 (33%)

Overall, most scholars maintained their social skills ratings between winter 2001 and summer 2002. Overall, when change occurred, it was more likely to occur in a negative direction than in a positive direction. Scholars were most likely to show positive change in the area of assertion. They were most likely to show negative change in the areas of assertion and self-control. These results are presented in Figure 33.

33. Student SSRS: change in behavior levels on specific social skills scales

Winter 01 behavior level	N	Summer 02 behavior levels		
		Improved	Maintained	Declined
Cooperation				
Fewer	4	2 (50%)	2 (50%)	-
Average	29	1 (3%)	23 (79%)	5 (17%)
More	12	-	10 (83%)	2 (17%)
Assertion				
Fewer	3	3 (100%)	0 (0%)	-
Average	24	5 (21%)	13 (54%)	6 (25%)
More	18	-	10 (56%)	8 (44%)
Empathy				
Fewer	3	3 (100%)	0 (0%)	-
Average	32	2 (6%)	26 (81%)	4 (13%)
More	10	-	8 (80%)	2 (20%)
Self-control				
Fewer	1	1 (100%)	0 (0%)	-
Average	21	4 (19%)	16 (76%)	1 (5%)
More	22	-	14 (64%)	8 (36%)

Third, a paired t-test was conducted to test variation in social skill scores from winter 2001 to summer 2002. As seen in Figure 34, there was a slight decrease in the Total Social Skills score, but this decrease was not statistically significant. There were no significant changes in mean scores for any of the specific social skills scores.

34. Student SSRS: paired t-test for mean ratings on social skills scales

	N	Mean winter 01	Mean summer 02	T-test
Total raw score	47	62.6	61.6	0.8
Total standard score	47	136.8	132.6	0.5
Cooperation raw score	45	16.2	15.8	1.1
Empathy raw score	45	16.8	17.0	-0.4
Assertion raw score	45	15.4	14.7	1.7
Self-control raw score	44	14.3	14.1	0.4

Cargill Scholars Parent Survey

A variety of questions were included in the parent survey that addressed the goal of increasing scholars' social competency. Three sets of questions were included, assessing scholars' social relationships and behaviors, perceived improvements in these areas, and perceived gains in self-confidence.

Scholars social relationships and behaviors

The first set of measures assesses the percentage of scholars identified by parents as "good" or better on a variety of social behaviors, such as getting along with parents and other family members, carrying out responsibilities at home, showing self-control when frustrated or angry, and getting along with peers at school. These results are summarized in Figure 35.

On average, parents rated their scholars as "good" to "very good" in each of the five areas assessed. The most positive ratings were reported for getting along with parents and getting along with peers at school. The lowest average ratings, though still above good, were reported for showing self-control when frustrated or angry and carrying out responsibilities at home.

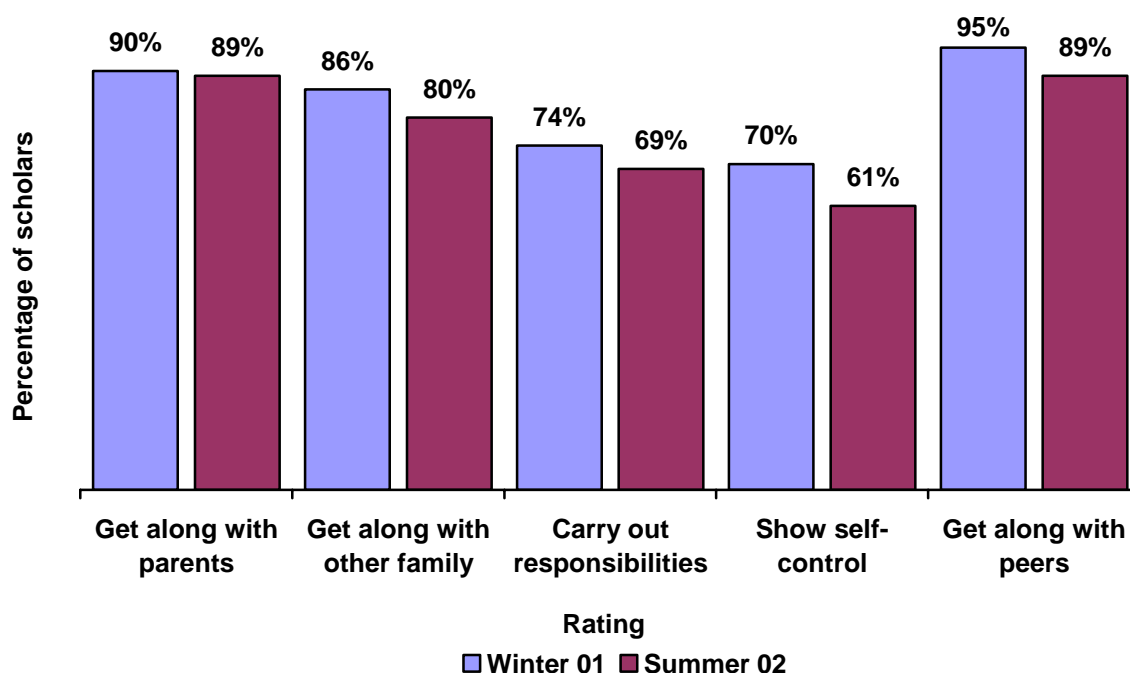
For all five outcomes, there were decreases in the percentage of scholars rated as "good" or better between winter 2001 and summer 2002. The largest decrease appeared for

showing self-control when angry or frustrated, with 70 percent of scholars rated as “good” or better in winter 2001 compared to 61 percent in summer 2002. These results are presented graphically in Figure 36.

35. Parent survey: ratings of scholar social behaviors

When you think of [SCHOLAR's] behavior over the last three months, how would you rate him/her in the following areas?	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
Getting along with parents									
Winter 01	50	0%	0%	10%	30%	22%	38%	4.9	1.0
Summer 02	46	0%	2%	9%	35%	28%	26%	4.7	1.0
Getting along with other family members									
Winter 01	50	0%	0%	14%	34%	28%	24%	4.6	1.0
Summer 02	46	0%	0%	20%	28%	24%	28%	4.6	1.1
Carrying out responsibilities at home									
Winter 01	50	0%	6%	20%	42%	16%	16%	4.2	1.1
Summer 02	45	0%	11%	20%	33%	22%	13%	4.1	1.2
Showing self-control when frustrated or angry									
Winter 01	50	0%	10%	20%	38%	22%	10%	4.0	1.1
Summer 02	46	0%	6%	33%	28%	13%	20%	4.1	1.2
Getting along with peers at school									
Winter 01	49	0%	0%	6%	37%	29%	29%	4.8	0.9
Summer 02	46	0%	2%	9%	26%	33%	30%	4.8	1.0

36. Parent survey: percentage of scholars showing good or better social behaviors



The mean ratings for these five items were compared for the scholars who had both winter and summer data. These results are presented in Figure 37. Parents' ratings of scholars' competency in these areas declined very slightly between winter 2001 and summer 2002. However, these decreases were small and did not reach a statistically significant level.

37. Parent survey: paired t-test for mean ratings on scholar social behaviors

	N	Mean winter 01	Mean summer 02	T-test
Getting along with parents	46	4.9	4.7	1.4
Getting along with other family members	46	4.7	4.6	0.4
Carrying out responsibilities at home	45	4.3	4.1	1.2
Showing self-control when frustrated or angry	46	4.1	4.1	0.4
Getting along with peers at school	45	4.9	4.8	0.4

Perceived improvements in social relationships and behaviors

The second set of measures assesses the percentage of parents who reported that Cargill Scholars has helped their child (either “a little” or “a lot”) in the areas of relationships with peers, relationships at home, responsibility, self-confidence, fair competition, and team work.

As seen in Figure 38, the average rating for each of these items fell between “yes a little” and “yes a lot.” Ninety-three to 95 percent of parents reported that the program helped their children at least a little in the areas of peer relationships, responsibility, and working as a team. However, 12 percent of parents said that the program did not help their child improve relationships at home and 16 percent said it did not help them learn to compete fairly and learn from defeat.

38. Parent survey: ratings of impact of Cargill Scholars on scholar social behaviors

Do you feel Cargill Scholars has helped your child...	N	Percentage			Mean	Std. Dev.
		3 = yes a lot	2 = yes a little	1 = no		
Improve relationships with peers						
Summer 2002	45	58%	35%	7%	2.5	0.6
Improve relationships at home						
Summer 2002	43	42%	46%	12%	2.3	0.7
Be more responsible						
Summer 2002	46	54%	39%	7%	2.5	0.6
Increase his/her self-confidence						
Summer 2002	44	61%	32%	7%	2.6	0.6
Learn to compete fairly and learn from defeat						
Summer 2002	45	53%	31%	16%	2.4	0.8
Work as part of a team, such as cooperating and compromising						
Summer 2002	44	59%	36%	5%	2.6	0.6

Perceived improvements in scholars' confidence

The third social competency dimension assessed through the parent surveys is confidence in trying new things. As seen in Figure 39, 89 percent of parents said that their child's confidence in trying new things has increased (either "slightly" or "a lot") since they began participating in Cargill Scholars. Parents made no reports of decreased confidence.

39. Parent survey: ratings of scholar confidence in trying new things

Since [SCHOLAR] began participating in Cargill Scholars, has/her confidence in trying new things...	Summer 2002 (N=46)
5 = increased significantly	48%
4 = increased slightly	41%
3 = neither increased nor decreased	11%
2 = decreased slightly	0%
1 = decreased significantly	0%
MEAN	4.4

Cargill Scholars Teacher Survey

Four items were included in the teacher survey related to social competence. These items addressed the extent to which scholars show self-control, accept responsibility for their own behavior, interact well with other students, and demonstrate self-confidence. In spring 2002, average ratings for the first three of these items fell between "good" and "very good" and at least 80 percent of teachers rated scholars' behavior as good or better (see Figure 40). Ratings related to self-confidence were slightly lower, with an average rating falling just below "good" and only 66 percent of scholars with scores of good or better.

Between fall and spring, the percentage of scholars rated by teachers as "good" or better remained stable for showing self-control (82%). However the percentage rated as "good" or better increased from fall 2001 to spring 2002 for accepting responsibility for behavior (74% to 86%) and showing self-control (60% to 66%). The percentage rated at this level decreased for interacting well with other students (84% to 80%). These results are presented graphically in Figure 41.

40. Teacher survey: ratings of scholar social competence

When you think of your student's behavior over the last three months, how would you rate them in the following areas?

	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
Showing self-control									
Fall 2001	50	0%	8%	10%	20%	30%	32%	4.7	1.3
Spring 2002	50	0%	4%	14%	18%	36%	28%	4.7	1.2
Accepting responsibility for own behavior									
Fall 2001	50	4%	8%	14%	18%	30%	26%	4.4	1.4
Spring 2002	50	2%	4%	8%	18%	42%	26%	4.7	1.2
Interacting well with other students									
Fall 2001	50	0%	4%	12%	38%	38%	8%	4.3	0.9
Spring 2002	50	2%	4%	14%	26%	38%	16%	4.4	1.2
Demonstrating self-confidence									
Fall 2001	50	0%	8%	32%	36%	20%	4%	3.8	1.0
Spring 2002	50	2%	4%	28%	34%	28%	4%	3.9	1.0

41. Teacher survey: percentage of scholars showing good or better social behaviors

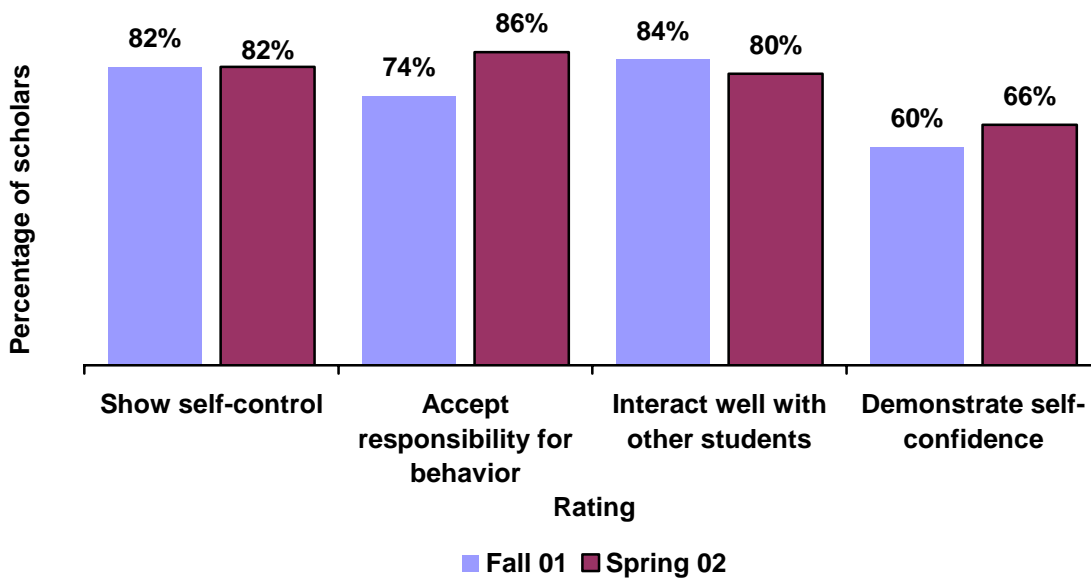


Figure 42 summarizes the results of paired t-tests conducted to explore changes in teachers' ratings of scholar social competence. Mean scores for all four items either remained stable or increased. There was a statistically significant increase in the mean rating for accepting responsibility for own behavior. No other changes reached a statistically significant level.

42. Teacher survey: paired t-test for mean ratings on scholar social behaviors

	N	Mean fall 01	Mean spring 02	T-test
Showing self-control	50	4.7	4.7	-0.2
Accepting responsibility for own behavior	50	4.4	4.7	-2.1*
Interacting well with other students	50	4.3	4.4	-0.5
Demonstrating self-confidence	50	3.8	3.9	-0.9

*p<.05

Cargill Scholars Scholar Survey

A variety of questions were included in the scholar survey that addressed the goal of increasing scholars' social competency. Two sets of questions were included, assessing scholars' relationships with family members and the perceived impact of Cargill Scholars on their social relationships and behaviors.

Scholars' relationships with family members

The first measure assesses the percentage of scholars who report that they get along with parents, other family members, and classmates and the percentage who talk with their parents about their feelings. This information is reported in Figure 43. Both in winter 2001 and summer 2002, scholars' ratings of these items fell between "sometimes" and "yes." Their ratings were highest for getting along well with parents but lowest for talking to parents about their feelings. Ratings in summer 2002 were slightly lower than those reported in winter 2001 for the items assessing getting along with other family members and talking to parents about feelings.

43. Scholar survey: ratings of scholars' social behaviors

		Percentage				
	N	3 = Yes	2 = Sometimes	1 = No	MEAN	Std. Dev.
Do you get along well with your parents?						
Winter 01	49	78%	22%	0%	2.8	0.4
Summer 02	47	81%	17%	2%	2.8	0.5
Do you get along with other family members (i.e., sisters, brothers)?						
Winter 01	49	61%	33%	6%	2.6	0.6
Summer 02	47	49%	43%	8%	2.4	0.7
Do you talk to your parents about your feelings?						
Winter 01	49	59%	27%	14%	2.5	0.7
Summer 02	47	40%	38%	21%	2.2	0.8
Do you get along with the kids in your class?						
Winter 01	50	70%	30%	0%	2.7	0.5
Spring 02	47	72%	28%	0%	2.7	0.5

Figure 44 presents a summary of change on these items from winter 2001 to summer 2002. Change was calculated by comparing responses to these items over the two survey administrations. Improvement was defined as moving to a more positive response (e.g., from “no” to “sometimes” or from “sometimes” to “yes”) while decline was defined as moving to a more negative response (e.g., from “yes” to “sometimes” or from “sometimes” to “no”). For all four items, more than half of the scholars maintained their rating from fall to summer. Thirty-five percent of scholars moved to a more negative rating related to talking to parents about feelings and 24 percent moved to a more negative rating related to getting along with other family members. For all items except getting along with parents, 11 to 15 percent of scholars moved to a more positive rating.

44. Scholar survey: changes in ratings of scholar social competence

	Winter 2001 to Summer 2002			
	N	Improved	Maintained	Declined
Getting along well with parents	46	9%	82%	9%
Getting along with other family members	46	15%	61%	24%
Talking to parents about feelings	46	11%	54%	35%
Getting along with kids in class	47	13%	79%	8%

Perceived impact of Cargill Scholars on social relationships and behavior

The second measure of social competency from the scholar survey is the percentage of scholars who report that Cargill Scholars has helped them with friendships, relationships with teachers, responsibility, and fair play. As seen in Figure 45, the average rating for all of these items fell between “yes a little” and “yes a lot.” At least 90 percent of scholars reported that the program helped them in each of these areas at least a little.

45. Scholar survey: ratings of impact of Cargill Scholars on scholar social behaviors

Do you feel Cargill Scholars has helped you...	N	Percentage			Mean	Std. Dev.
		3 = yes a lot	2 = yes a little	1 = no		
Improve your friendships						
Summer 2002	47	79%	15%	6%	2.7	0.6
Be more responsible						
Summer 2002	47	72%	23%	4%	2.7	0.6
Work as part of a team						
Summer 2002	47	85%	11%	4%	2.8	0.5
Learn to play fair						
Summer 2002	47	81%	11%	8%	2.7	0.6

Ratings of coaches

Additional data regarding social competency is obtained from coaches' ratings of scholar behavior. These data were collected twice during the first year of the program (once in February and once in late May/early June) and entered into the Cargill Scholars program record system developed and maintained by Community TechKnowledge. Three items were included related to social competency: an absence of high-risk behaviors, age-appropriate social skills, and respectfulness towards others.

As seen in Figure 46, at both data collection periods, between 80 and 90 percent of scholars were rated as exhibiting these outcomes. There was a slight decrease in the percentage of scholars rated as exhibiting an absence of high risk behaviors, while the percentage rated as demonstrating age-appropriate social skills and respect for others increased slightly.

46. Ratings of coaches: scholar social competence

Scholar behavior item	Percentage demonstrating behavior	
	February 2002 (n=35)	May/June 2002 (n=50)
Absence of high risk behaviors	89%	84%
Demonstrates age-appropriate social skills	83%	86%
Respectful of others	86%	90%

Report cards

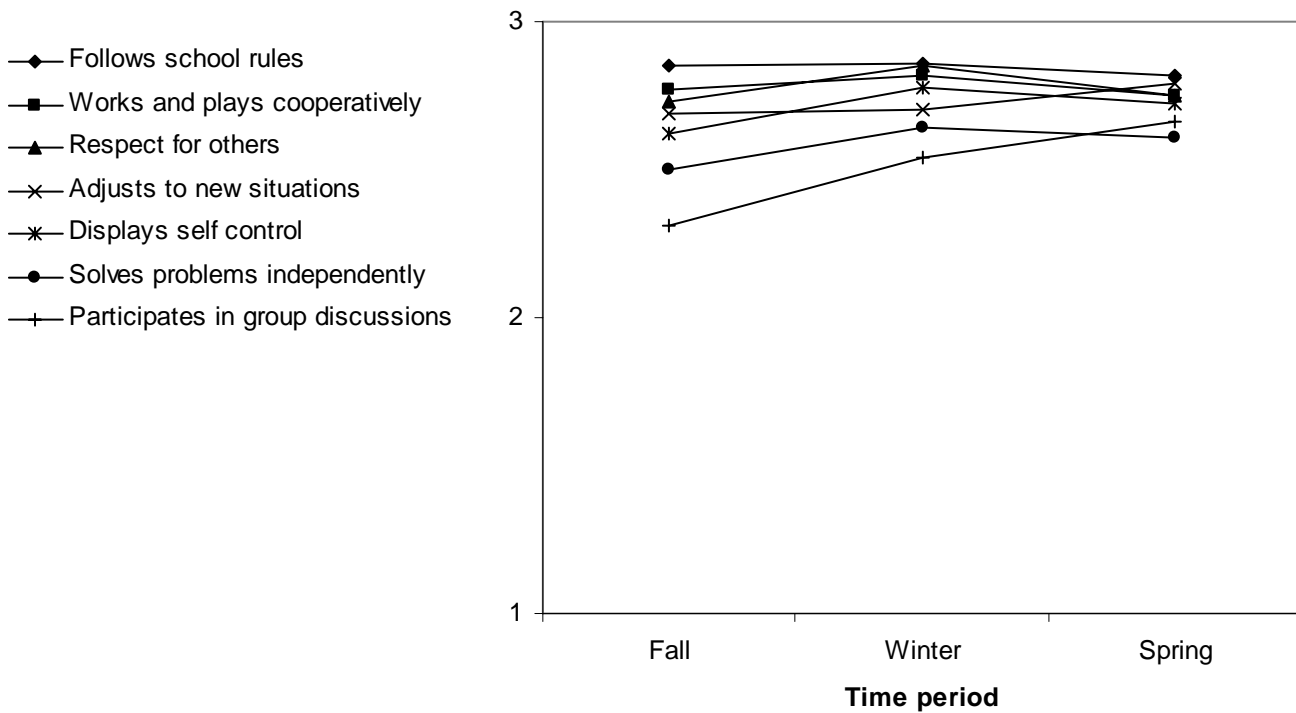
One section of the report cards asked teachers to rate students on a variety of social skills. Responses to these items are presented in Figures 47 and 48. Mean ratings for all seven items fell between “observed with reminders” and “consistently observed” at all three data points. One item, participates verbally in group discussions, increased steadily across the three administrations. This increase was statistically significant.

47. Scholar report card: ratings on social skills items

Skill	Fall		Winter		Spring		T-test
	N	Mean	N	Mean	N	Mean	
Shows respect for others	26	2.7	27	2.9	29	2.8	0.0
Participates verbally in group discussions	26	2.3	28	2.5	29	2.7	-3.6***
Works and plays cooperatively with peers	26	2.8	28	2.8	28	2.8	0.6
Displays self control	26	2.6	27	2.8	29	2.7	-1.1
Solves problems independently	26	2.5	28	2.6	28	2.6	-1.0
Adjusts to new and different situations	26	2.7	27	2.7	28	2.8	-1.5
Follows school rules	26	2.9	28	2.9	28	2.8	1.0

Note. Scale = 1 = seldom observed; 2 = observed with reminders; 3 = consistently observed; t-tests compare fall and spring ratings; ***p<.001

48. Scholar report card: ratings on social skills items



Section summary

As noted in the first semi-annual report for Cargill Scholars, scholars generally show very high ratings of social skills as measured by the Social Skills Rating System. For example, most scholars were rated by parents and by themselves as demonstrating social skills average or higher than those of peers. Similarly, more than 90 percent of parents rated scholars as having “average” or “fewer” behavior problems as others of their age and gender. Related to behavior problems, scholars demonstrated especially positive ratings related to externalizing problems and hyperactivity.

Social Skills Rating System data were not collected from teachers in the spring of 2002. However, several interesting patterns emerged from a comparison of their ratings in the fall of 2001 with those provided by scholars and parents both in winter 2001 and summer 2002. Scholars were most likely to give high ratings of their behavior. For example, almost all scholars (96%) rated themselves as demonstrating at least average total social skills, compared to 74 percent of their parents. Teachers generally identified more social skills problems. For instance, in the fall, they were most likely to report that scholars demonstrated “more” problem behaviors than their peers, especially in the areas of hyperactivity (15% showing more problems, compared to 4-6% of parents) and externalizing problems (18% showing more problems, compared to 4% of parents). Despite the fact that teachers were more likely to identify problems, they rated 74 percent of scholars as falling into the top 30 percent of the class in terms of classroom behavior.

In addition to variation in overall ratings of social skills and problem behaviors, there were also differences in the areas that were rated most positively and most negatively by different respondents. Parents and scholars both rated scholars highest in the area of self-control. Teachers, in contrast, rated this dimension of social skills the lowest, instead giving cooperation the highest rating. It is possible that these differences are due to scholars exhibiting social skills differently depending upon the setting or to teachers and parents using different standards or frameworks in assessing scholars’ behavior.

For parents and scholars, data were collected at two different times, allowing a comparison of social skills across the first year of the program. For most scholars, social skills ratings remained stable. For instance, there were no statistically significant changes in mean social skills or problem behaviors for either group of respondents. According to both parent and scholar reports, between 50 and 75 percent of scholars did not show meaningful change in their social skills ratings (defined both in terms of moving at least one standard deviation or moving to a different behavior level category). Similarly, parents reported that most scholars did not show significant change related to their problem behaviors.

When change was reported for social skills or problem behavior ratings, it was more likely to be in a negative than in a positive direction. Both scholars and parents were more likely to report decline of one standard deviation on total social skills (9-10% reporting improvement, compared to 19% reporting decline). Similarly, 27 percent of parents and 19 percent of scholars reported movement to a more negative behavioral level on total social skills, compared to 13-14 percent reporting movement to a more positive rating.

A similar pattern emerged for parent ratings on specific social skills scales. According to parents, 12-19 percent of scholars showed an improvement of one standard deviation on each of the scales, compared to 14-29 percent who showed decline. They reported the largest declines in the areas of responsibility and cooperation. These two scales also showed the highest numbers of scholars moving to a more negative behavior rating.

Scholar reports were somewhat different. Scholars reported slightly more positive movement, especially in the areas of cooperation and empathy (with 16-20% of scholars showing improvement of one standard deviation, compared to 13-16% showing decline). However, more than 25 percent of scholars reported decreases of at least one standard deviation in the areas of assertion and self-control.

More negative than positive movement was also reported for the behavior problem ratings. According to parents, 11 percent of scholars showed decline of at least one standard deviation on the total problem behavior scale, compared to 4 percent showing improvement. A similar pattern emerged for externalizing behaviors and hyperactivity, with 24-27 percent of scholars moving to a more negative rating, compared to 15-18 percent showing improvement. For internalizing behaviors, slightly more scholars showed improvement (20%) than decline (16%).

In addition to information obtained through the Social Skills Rating System, a variety of other information sources were used to rate scholars' social skills. Information related to social skills was included in the interviews with scholars, parents, and teachers. These ratings also indicated positive levels of social skills. For instance, on average, parents rated their children as "good" to "very good" in each of five social behaviors (carrying out responsibilities, showing self control, and getting along with parents, other family members, and peers). They gave the most positive ratings for getting along with parents and with peers at school. The lowest ratings, though still above good, were reported for showing self-control when frustrated or angry and carrying out responsibilities at home.

Teachers gave similar ratings related to scholars' demonstrating self-control, taking responsibility for their own behavior, and interacting well with other students. They gave

lower ratings related to demonstration of self-confidence, however, with an average rating falling just below “good.”

Scholars were also asked to rate whether they get along with parents, other family members, and classmates and whether they talk with their parents about their feelings. Both in winter 2001 and summer 2002, scholars’ ratings of these items fell between “sometimes” and “yes.” Their ratings were highest for getting along well with parents but lowest for talking to parents about their feelings.

Again, a comparison of results across the first year of the program indicates that results were largely stable. There were no significant differences in mean ratings for any of the parent ratings. For all four items on the scholar survey, more than half of the scholars maintained their rating from fall to summer.

Similar to the results of the Social Skills Rating Scale, parents and scholars were more likely to report movement in a negative direction than in a positive direction. For instance, 35 percent of scholars moved to a more negative rating related to talking to parents about feelings and 24 percent moved to a more negative rating related to getting along with other family members. For all items except getting along with parents, only 11 to 15 percent of scholars moved to a more positive rating. For parent ratings of social behaviors, there were decreases in the percentage of scholars rated as “good” or better between winter 2001 and summer 2002. The largest decrease appeared for showing self-control when angry or frustrated, with 70 percent of scholars rated as “good” or better in winter 2001 compared to 61 percent in summer 2002.

Compared to parents and scholars, teachers were more likely to report that there had been improvement in scholar social skills. The percentage of scholars rated as “good” or better increased from fall 2001 to spring 2002 for accepting responsibility for behavior (74% to 86%) and showing self-control (60% to 66%). There was a statistically significant increase in the mean rating for accepting responsibility for own behavior. For other social behaviors, there was either no change in the percentage rated as “good” or better (self-control) or a slight decrease (interacting well with other students).

Some perceived improvement in social skills also emerged from teacher ratings provided on scholar report cards. While six of the seven items included in the report cards remained stable, one item (participates verbally in group discussions) showed a statistically significant improvement between fall and spring.

Finally, parents and scholars were asked whether the Cargill Scholars program has helped scholars improve their social skills. In general, parents did report that the program had helped, with 93 to 95 percent of parents reporting that the program helped their children at least a little in the areas of peer relationships, responsibility, and working as a team.

Eighty-nine percent said that their child’s confidence in trying new things has increased (either “slightly” or “a lot”) since they began participating in Cargill Scholars. However, 12 percent of parents said that the program did not help their child improve relationships at home and 16 percent said it did not help them learn to compete fairly and learn from defeat. Scholars also reported that the program had been helpful, with at least 90 percent reporting that the program helped them at least a little in the areas of friendships, relationships with teachers, responsibility, and fair play.

Parental involvement in academics

The second outcome goal is that parents will increase their involvement in their child’s academic development. Among the specific components of this goal are awareness of educational needs, knowledge of school policies and procedures, awareness and use of school and community resources, provision of educational guidance, and involvement in school and extracurricular activities. The measures related to this goal are obtained from the interviews with parents and teachers and from the teacher form of the SSRS.

Social Skills Rating System (SSRS): elementary level teacher form for grades K-6

The one measure of this goal obtained from the teacher SSRS is the percentage of scholars rated by teachers as falling into the top 30 percent of their class in terms of their parental encouragement to succeed. This item is also included in the academic competence subscale. In the fall of 2001, teachers rated 70 percent of scholars as falling into this range. This assessment was not completed in the spring of 2002 (see Figure 49).

49. Teacher SSRS: ratings of parental encouragement to succeed

Item	N	Percentage					MEAN	Std. Dev.
		Lowest 10%	Next lowest 20%	Middle 40%	Next highest 20%	Highest 10%		
The child’s parental encouragement to succeed academically is:								
Fall 01	47	2%	9%	19%	51%	19%	3.8	0.9
Spring 02	-	-	-	-	-	-	-	-

Cargill Scholars Parent Survey

A variety of measures of parental involvement in academics were included in the parent survey. These measures addressed difficulty in being involved with academics, number of hours spent involved in educational activities, level of involvement in educational activities, perceived changes in academic involvement, frequency of contact with their child's teacher, attendance at school events, knowledge of school- or community-based resources, and understanding of school policies and procedures.

Parental difficulty related to school involvement

The first measure of parental involvement in education obtained from the parent survey is the percentage of parents who report that it is "not too difficult" or "not difficult at all" to help their child with schoolwork or talk about school-related matters or to attend activities at their child's school. Results to these questions are reported in Figure 50. For both items, average ratings fell between "not too difficult" or "not difficult at all" in winter 2001 and in spring 2002. The results were consistent over time in terms of the percentage of parents who said it was either "not too difficult" or "not difficult at all" to help the scholar with school related matters (78% in winter 2001 and 77% in summer 2002) and to attend activities at school (86% in winter 2001 and 85% in summer 2002).

50. Parent survey: ratings of difficulty related to parent involvement

Item	N	1 = Very difficult	2 = Fairly difficult	3 = Not too difficult	4 = Not difficult at all	Mean	Std. Dev.
When it comes to helping [SCHOLAR] with schoolwork or talking about school-related matters, do you find it...							
Winter 01	50	10%	12%	34%	44%	3.1	1.0
Summer 02	45	2%	20%	24%	53%	3.3	0.9
How about activities at [SCHOLAR'S] school, such as meeting with teachers or attending a school play, do you find it...							
Winter 01	50	4%	10%	30%	56%	3.4	0.8
Summer 02	46	4%	11%	28%	57%	3.4	0.9

Paired t-tests were conducted to explore variation in responses to these items between winter 2001 and summer 2002. As seen in Figure 51, there were no significant changes in ratings to these items.

51. Parent survey: paired t-test for mean ratings on difficulty related to parental involvement

	N	Mean winter 01	Mean summer 02	T-test
Helping scholar with schoolwork or talking about school-related matters	45	3.1	3.3	-1.7
Attending activities at scholar's school, such as meeting with teachers or attending a school play	46	3.4	3.4	-0.2

Number of hours spent involved in educational activities

Parents were asked how many hours they spent directly involved in educational activities. In summer 2002, most parents (75%) reported spending between 1 and 6 hours a week directly involved in their child's education, doing things like discussing school activities or helping with homework. This rate is comparable to the 76 percent of parents who reported this level of involvement in winter 2001 (see Figure 52). On average, parents reported spending 4-6 hours a week directly involved in educational activities.

52. Parent survey: hours of involvement in scholars' education

In an average week, about how many hours do you spend directly involved in [SCHOLAR'S] education – doing things like discussing school activities or helping with homework?	Percentage winter 01 (N=50)	Percentage summer 02 (N= 45)
1 = Never	0%	0%
2 = 1 to 3 hours	34%	31%
3 = 4 to 6 hours	42%	44%
4 = 7 to 10 hours	20%	16%
5 = Over 10 hours	4%	9%
MEAN	2.9	3.0

Matched t-test: winter 01 mean = 2.89; spring 02 mean = 3.02; T= -0.83

Level of involvement in educational activities

Parents were asked to report the frequency with which they were involved with a number of educational activities. Parents most often reported being involved with talking to their child about school related topics and checking to see that their child completed

homework. The average frequency for both of these items fell between “2 or 3 times a week” and “every day or almost every day” (see Figure 53). Parents were least likely to report taking their child to the library. The average rating for this item fell below “2 or 3 times a month.” In summer 2002, 28 percent of parents said that they never took their child to the library (down slightly from 33% in winter 2001).

53. Parent survey: amount of time spent supporting education at home

Item		6 = Every day or almost every day	5 = 2 or 3 times a week	4 = Once a week	3 = 2 or 3 times a month	2 = Less than 2 or 3 times a month	1 = Never	Mean	SD
Reading to or with your child									
Winter 01	50	14%	44%	12%	10%	10%	10%	4.1	1.6
Summer 02	45	31%	15%	13%	16%	16%	9%	4.0	1.7
Helping your child with homework									
Winter 01	50	54%	26%	6%	2%	6%	6%	5.0	1.5
Summer 02	45	56%	11%	11%	4%	4%	13%	4.7	1.8
Talking to your child about classes, teachers, or other school topics									
Winter 01	50	60%	26%	8%	2%	4%	0%	5.4	1.0
Summer 02	46	65%	23%	6%	0%	6%	0%	5.4	1.1
Checking that your child completes homework									
Winter 01	50	66%	18%	14%	0%	0%	2%	5.4	1.0
Summer 02	45	67%	13%	4%	4%	9%	2%	5.2	1.4
Helping your child with a writing assignment									
Winter 01	47	21%	23%	21%	11%	11%	13%	4.0	1.7
Summer 02	44	34%	30%	9%	2%	11%	14%	4.3	1.8
Taking your child to a library									
Winter 01	49	0%	8%	14%	16%	29%	33%	2.4	1.3
Summer 02	46	4%	11%	15%	11%	30%	28%	2.6	1.5

Figure 54 summarizes the results of a series of paired t-tests conducted to explore variation in responses to these items across the two survey administrations. As seen in this figure, there were slight decreases in ratings of the frequency with which parents reported reading to their child, helping their child with homework, and checking that their child completes homework. There were slight increases in the frequency with which parents report helping their child with writing assignments and taking their child to the library. None of these changes were statistically significant.

54. Parent survey: paired t-tests for amount of time spent supporting education at home

	N	Mean winter 01	Mean summer 02	T-test
Reading to or with your child	45	4.2	4.0	0.7
Helping your child with homework	45	5.0	4.7	1.7
Talking to your child about classes, teachers, or other school topics	46	5.4	5.4	-0.1
Checking that your child completes homework	45	5.5	5.2	1.7
Helping your child with a writing assignment	41	4.1	4.3	-1.0
Taking your child to a library	45	2.5	2.6	-1.5

Perceptions of changes in academic involvement

During the summer 2002 administration of the parent survey, parents were asked whether their level of involvement in their child’s education had changed since they began participating in the Cargill Scholars program. As reported in Figure 55, approximately 56 percent of parents felt that their level of involvement had increased either slightly or significantly since beginning the program. Forty-one percent said that there was no change in their level of involvement.

55. Parent survey: perceived changes in parental involvement

Since [SCHOLAR] began participating in Cargill Scholars, has your involvement in his/her school...	Summer 2002 (N=46)
5 = increased significantly	33%
4 = increased slightly	24%
3 = neither increased nor decreased	41%
2 = decreased slightly	2%
1 = decreased significantly	0%
MEAN	3.9

Frequency of contact with their child's teacher

In summer of 2002, 98 percent of parents reported speaking to their child's teacher at least once in the previous three months about how their child was doing in school (compared to 92% in winter 2001). Eighty-three percent of parents talked to teachers one to six times during the last three months (compared to 70% in winter 2001) (see Figure 56). There was not a significant change in the average response to this item. These conversations were typically described as being positive, rather than about problems or issues (see Figure 57).

56. Parent survey: level of contact with scholars' teacher

During the last three months, about how many times did you speak with your [SCHOLAR'S] teacher about how your child was doing in school?	Percentage winter 01 (N=50)	Percentage summer 02 (N=46)
1 = Never	8%	2%
2 = 1 to 3 times	62%	50%
3 = 4 to 6 times	8%	33%
4 = 7 to 10 times	8%	6%
5 = Over 10 times	14%	9%
MEAN	2.6	2.7

Paired t-test results: winter 01 mean = 2.54; summer 02 mean = 2.70; t = -0.88

57. Parent survey: nature of contact with scholars' teachers

When you talked to [SCHOLAR'S] teacher, how often did you talk about good things that [SCHOLAR] was doing, rather than problems or issues she/he was facing?	Percentage winter 01 (N=46)	Percentage summer 02 (N=45)
5 = Always or almost always positive	44%	51%
4 = Usually positive	35%	27%
3 = About equally positive and negative	20%	22%
2 = Usually negative	0%	0%
1 = Always or almost always negative	2%	0%
MEAN	4.2	4.3

Paired t-test results: winter 01 mean = 4.27; summer 02 mean = 4.24; t = 0.17

Attendance at school events

Parents were asked how often they have attended a variety of school and extracurricular events over the past three months. Both in winter 2001 and summer 2002, parents were most likely to report that they have attended Cargill Scholars events and parent-teacher conferences in the previous three months or that they have visited their child’s classroom (with averages falling between “at least once” and “several times”). They were least likely to report attending an athletic event at school or volunteering time at a school event or extracurricular activity (see Figure 58). The mean frequency of attendance at all events increased between winter 2001 and summer 2002.

58. Parent survey: frequency of attending school events

For each activity, please tell me whether this is something you have done several times, at least once, or not at all in the previous three months.	N	Percentage			Mean	Std. Dev.
		3 = Two or more times	2 = At least once	1 = Not at all		
Attending an open house at school						
Winter 01	45	40%	33%	27%	2.1	0.8
Summer 02	42	57%	31%	12%	2.5	0.7
Attending a parent-teacher conference						
Winter 01	48	48%	42%	10%	2.4	0.7
Summer 02	44	66%	30%	4%	2.6	0.6
Attending an athletic event at school						
Winter 01	45	13%	7%	80%	1.3	0.7
Summer 02	39	28%	18%	54%	1.7	0.9
Attending a Cargill Scholars event						
Winter 01	50	56%	28%	16%	2.4	0.8
Summer 02	46	70%	24%	6%	2.6	0.6
Attending a meeting with your child’s teacher or principal						
Winter 01	50	28%	36%	36%	1.9	0.8
Summer 02	46	61%	22%	17%	2.4	0.8
Visiting your child’s classroom						
Winter 01	50	38%	36%	36%	2.1	0.8
Summer 02	46	67%	22%	11%	2.6	0.7
Volunteering time at a school event						
Winter 01	50	12%	12%	76%	1.4	0.7
Summer 02	46	11%	26%	63%	1.5	0.7
Attending your child’s extracurricular event						
Winter 01	47	34%	15%	51%	1.8	0.9
Summer 02	43	51%	19%	30%	2.2	0.9
Volunteering with a child’s extracurricular activity						
Winter 01	47	17%	13%	70%	1.5	0.8
Summer 02	42	26%	12%	62%	1.6	0.9

Figure 59 presents a summary of change on these items from winter 2001 to summer 2002. Change was calculated by comparing responses to these items over the two survey administrations. Improvement was defined as moving to a more positive response (e.g., from “not at all” to “at least once”) while decline was defined as moving to a more negative response (e.g., from “two or more times” to “at least once”). Most parents provided the same response in summer 2002 as they had in winter 2001 (range of 43 to 70%). For all items, the percentage of parents who reported increased frequency of attendance (28% to 48%) was higher than the percentage of parents who reported decreased frequency (9% to 14%). Parents were most likely to report increased frequency of attending a meeting with their child’s teacher or principal (48%) or visiting their child’s classroom (43%). They were most likely to show decreased frequency related to attending parent-teacher conferences (14%).

59. Parent survey: changes in ratings of frequency of attending school events

	N	Winter 2001 to Summer 2002		
		Improved	Maintained	Declined
Attending an open house at school	38	34%	55%	11%
Attending a parent-teacher conference	42	36%	50%	14%
Attending an athletic event at school	37	35%	57%	8%
Attending a Cargill Scholars event	46	28%	61%	11%
Attending a meeting with your child’s teacher or principal	46	48%	43%	9%
Visiting your child’s classroom	46	43%	48%	9%
Volunteering time at a school event	46	22%	70%	9%
Attending your child’s extracurricular event	40	30%	58%	13%
Volunteering time with a child’s extracurricular activity	39	28%	59%	13%

Knowledge of school- or community-based resources

The next measure is the percentage of parents who are “somewhat familiar” or “very familiar” with school- or community-based resources to assist their child with school or themselves with parenting issues. The results for these items are summarized in Figure 60. In summer 2002, 77 percent of parents were at least somewhat familiar with resources to help their child with school (compared to 66% in winter 2001), and 69 percent were familiar with resources to help them with parenting (compared to 70% in winter 2001). For both items, there was a very slight increase in the mean ratings.

60. Parent survey: ratings of familiarity with school- and community-resources

How familiar are you with school- or community-based resources that are available to assist...	N	Percentage			MEAN	Std. Dev.
		3 = Very familiar	2 = Somewhat familiar	1 = Not at all familiar		
your child with school?						
Winter 01	50	28%	38%	34%	1.9	0.8
Summer 02	46	33%	44%	24%	2.1	0.8
You with parenting issues?						
Winter 01	49	37%	33%	31%	1.9	0.8
Summer 02	46	28%	41%	30%	2.0	0.8

Figure 61 summarizes the results of a crosstabs analysis for these two items. Thirty-seven percent of parents maintained their ratings related to school resources, while 47 percent maintained related to parenting resources. The percentages of parents who improved their ratings were slightly higher (35% and 29%) than the percentages that decreased their ratings (28% and 24%).

61. Parent survey: paired t-test for mean ratings on familiarity with school- or community-based resources

How familiar are you with school- or community-based resources that are available to assist...	N	Winter 2001 to Summer 2002		
		Improved	Maintained	Declined
Your child with school	46	35%	37%	28%
You with parenting issues	45	29%	47%	24%

Parents were also asked whether they have learned about any new school- or community-based resources to help their child with school or themselves with parenting issues since they became involved with Cargill Scholars. Those parents who said that they had learned about new resources were also asked what those resources were and if they had used them.

Thirty-one percent of parents said that they have learned about school- or community-based services to help their child with school since they became involved with Cargill Scholars (see Figure 62). Of the 14 parents who said that they did learn about a service, 86 percent used the service. These services included tutoring and music services,

services to help evaluate the quality of various schools, the Science Museum, after school and summer programs, and programs for Southeast Asian children (see Figure 63).

62. Parent survey: increased familiarity with school- or community-based resources to help child with school

Item	Summer 2002	
	N	Percentage saying yes
Since [SCHOLAR] became involved with Cargill Scholars, have you learned about any school- or community-based services to help your child with school	45	31%
Have you used these school- or community-based resources	14	86%

63. Parent survey: open-ended responses – What are these school- or community-based resources? (summer 2002)

What are these school- or community-based resources?

No response. (34 responses)

Southeast Asian communities – they teach Hmong language and math and Hmong stories to the children.

“[Change] of Mind” – tutoring program.

Tutor (math).

Tutor and music lessons.

Tutoring through Cargill Scholars. Also music and gymnastics.

Tutoring – two or three times a week. Summer Jam – kids would go on fieldtrips to museums, work on art projects – I had daycare – would take kids out on fieldtrips.

The welcome center – coach informed [me] about schools – which one scored high.

Science museum.

School outreach. Ways to evaluate schools to decide which one to send scholar to.

After school program (homework help), summer school.

After school activities – helping with homework.

Switched to a different school.

Parents were also asked if they had learned about any school- or community-based services to help them with parenting issues. Twenty percent of the parents said that they had learned about services and, of these 9 parents, 56 percent said that they had used them (see Figure 64). These services included information from the Cargill Scholars

program, child development classes, a community parent math night, the Big Sister program, and assistance from a teacher (see Figure 65).

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

Item	Summer 2002	
	N	Percentage saying yes
Since [SCHOLAR] became involved with Cargill Scholars, have you learned about any school- or community-based services to help you with parenting issues	45	20%
Have you used these school- or community-based resources	9	56%

65. Parent survey: open-ended responses - What are these school- or community-based resources? (summer 2002)

What are these school- or community-based resources?
No response. (41 responses)
Father asked teacher to give him homework so he could help his son.
Community parent math night – refresher course. Big Sister program.
Information came from Cargill.
Coach.
Child development classes – group setting to learn new things – to be a better parent.

Understanding of school policies and procedures

The last measure related to parental involvement in education obtained from the parent survey is the percentage of parents who reported that the Cargill Scholars program has helped them gain a better understanding of school policies and procedures. As seen in Figure 66, 61 percent of parents said that they had gained a better understanding of school policies and procedures.

66. Parent survey: increased understanding of school policies and procedures

Has the Cargill Scholars program helped you...	N	Percentage saying yes
Gain a better understanding of school policies and procedures		
Summer 2002	44	61%

Cargill Scholars Teacher Survey

One measure related to parental involvement was obtained through the teacher survey. This measure is the percentage of teachers who report that parents have attended events at school “at least once” or “several times.” Results to this question are reported in Figure 67. In both fall 2001 and spring 2002, the average frequency of all five types of activities fell between “not at all” and “at least once.” The most frequent activities were attending parent-teacher conferences, while the least frequent activity was volunteering time at a school event.

67. Teacher survey: parent attendance at school activities

For each activity, how often has this child's parents attended in the last three months?	N	Percentage			Mean	Std. Dev.
		3 = Several times	2 = At least once	1 = Not at all		
Attending an open house at school						
Fall 2001	42	14%	45%	41%	1.7	0.7
Spring 2002	42	12%	24%	64%	1.5	0.7
Attending a parent-teacher conference						
Fall 2001	48	12%	67%	21%	1.9	0.6
Spring 2002	42	12%	44%	44%	1.7	0.7
A meeting with the child's teacher or principal						
Fall 2001	50	16%	44%	40%	1.8	0.7
Spring 2002	47	8%	30%	62%	1.5	0.7
A visit to your classroom						
Fall 2001	50	14%	20%	66%	1.5	0.7
Spring 2002	49	14%	31%	55%	1.6	0.7
Volunteer time at a school event						
Fall 2001	45	7%	4%	89%	1.2	0.5
Spring 2002	47	4%	15%	81%	1.2	0.5

Figure 68 presents a summary of change on these items from fall 2001 to spring 2002. Change was calculated by comparing responses to these items over the two survey administrations. Improvement was defined as moving to a more positive response (e.g., from “not at all” to “at least once”) while decline was defined as moving to a more negative response (e.g., from “several times” to “at least once”). The results show that there was mixed movement across different types of activities. For all activities except parent-teacher conferences, at least half of the teachers gave the same frequency rating in spring 2002 as they had in fall 2001. Ratings were most stable for volunteering time at a school event (79%) and visiting the classroom (60%). More than one-third of teachers reported decreased frequency of attendance at open-houses, parent-teacher conferences, and meetings with the teacher or principal. In contrast, 29 percent of teachers reported a higher frequency of visits to the classroom.

68. Teacher survey: changes in ratings for parent attendance at school events

For each activity, how often has this child's parents attended in the last three months?	Fall 2001 to Spring 2002			
	N	Improved	Maintained	Declined
Attending an open house at school	36	14%	50%	36%
Attending a parent-teacher conference	39	21%	41%	38%
A meeting with the child's teacher or principal	47	13%	51%	36%
A visit to your classroom	49	29%	60%	20%
Volunteer time at a school event	43	14%	79%	7%

Figure 69 summarizes teachers' ratings of the number of times they have spoken to scholars' parents in the last three months. In spring 2002, 92 percent of teachers reported that they had talked to parents at least one time (similar to the 90% reported in fall 2001). Seventy-six percent of teachers reported talking to teachers between 1 and 6 times (compared to 86% in fall 2001). Twenty-nine percent of the teachers said that these contacts were split between good things that scholars were doing and about problems or issues that they were facing. The remaining teachers were more likely to say that the contacts were positive rather than negative (see Figure 70).

69. Teacher survey: level of contact with scholars' parent

During the last three months, about how many times have you spoken to [SCHOLAR's] parents about how the child was doing in school?	Percentage	
	Fall 2001 (N=50)	Spring 2002 (N=50)
1 = Never	10%	8%
2 = 1 to 3 times	50%	66%
3 = 4 to 6 times	36%	10%
4 = 7 to 10 times	4%	8%
5 = Over 10 times	0%	8%
MEAN	2.3	2.4

T = -0.5

70. Teacher survey: nature of contact with scholars' parents

When you talked to [SCHOLAR'S] parents, how often did you talk about good things that [SCHOLAR] was doing, rather than problems or issues she/he was facing?	Percentage	
	Fall 2001 (N=44)	Spring 2002 (N=45)
5 = Always or almost always positive	43%	29%
4 = Usually positive	18%	31%
3 = About equally positive and negative	30%	29%
2 = Usually negative	9%	4%
1 = Always or almost always negative	0%	7%
MEAN	4.0	3.7

T = 1.2

Section summary

Both parents and teachers generally perceived parents as being involved in scholars' education. For instance, in the fall of 2001, teachers rated 70 percent of scholars as falling into the top 30 percent of the class in terms of their parental encouragement to succeed. In both winter 2001 and summer 2002, most parents reported that it is "not too difficult" or "not difficult at all" to help their child with schoolwork or talk about school-related matters or to attend activities at their child's school. More than half of the parents (56%) felt that their level of involvement had increased either slightly or significantly since beginning the program.

In addition to asking about general perceptions of their involvement, parents and teachers were asked a number of questions assessing actual levels of involvement. Most parents (76% in winter 2001, 75% in summer 2002) reported spending between 1 and 6 hours a week directly involved in their child's education, doing things like discussing school activities or helping with homework. When asked to report the frequency with which they were involved with a number of educational activities, parents most often reported being involved with talking to their child about school related topics and checking to see that their child completed homework (average frequency between "2 or 3 times a week" and "every day or almost every day"). Parents were least likely to report taking their child to the library.

Results related to these items were generally consistent over time. There was no difference over time in terms of the percentage who said it was either "not too difficult" or "not difficult at all" to help the scholar with school related matters and to attend activities at school. There were slight decreases in ratings of the frequency with which parents reported reading to their child, helping their child with homework, and checking that their child completes homework. There were slight increases in the frequency with which parents report helping their child with writing assignments and taking their child to the library. None of these changes were statistically significant, however.

Both parents and teachers were asked about their level of contact with each other. In the spring and summer of 2002, 98 percent of parents and 92 percent of teachers reported speaking to each other at least once in the previous three months about how the scholar was doing in school. Eighty-three percent of parents and 76 percent of teachers reported talking to each other one to six times. These conversations were generally described either as being positive or being equally about good things that scholars were doing and about problems or issues that they were facing. There were no significant changes in these items over the course of the first year.

Parents and teachers were also asked how often parents attended a variety of school and extracurricular events over the past three months. Both in winter 2001 and summer 2002, parents were most likely to report that they have attended Cargill Scholars events and parent-teacher conferences in the previous three months or that they have visited their child's classroom (with averages falling between "at least once" and "several times"). They were least likely to report attending an athletic event at school or volunteering time at a school event or extracurricular activity. These results were generally consistent with those of teachers, though some teacher ratings were lower than those of parents. In both fall 2001 and spring 2002, the average frequency of all five types of activities as reported by teachers fell between "not at all" and "at least once."

For all items related to attendance at school and extracurricular activities, most parents provided the same response in summer 2002 as they had in winter 2001 (range of 43% to 70%). For all activities except parent-teacher conferences, at least half of the teachers also gave the same frequency rating in spring as they had in fall. For parent ratings, the percentage who reported increased frequency of attendance (28% to 48%) was higher than the percentage who reported decreased frequency (9% to 14%). Parents were most likely to report increased frequency of attending a meeting with their child's teacher or principal (48%) or visiting their child's classroom (43%). Teachers also reported an increased frequency of classroom visits in the spring compared to the fall (29%).

Teachers were more likely than parents to report decreased levels of attendance, however. More than one-third of teachers reported decreased frequency of attendance at open-houses, parent-teacher conferences, and meetings with the teacher or principal. In contrast, only 14 percent of parents reported decreased frequency related to attending parent-teacher conferences.

In addition to these measures of school involvement and attendance, parents were asked several questions related to their knowledge and use of resources. In summer 2002, 77 percent of parents were at least somewhat familiar with resources to help their child with school (compared to 66% in winter 2001). Thirty-one percent of parents said that they have learned about services since they became involved with Cargill Scholars and 86 percent of these parents used the service (including tutoring and music services, services to help evaluate the quality of various schools, the Science Museum, after school and summer programs, and programs for Southeast Asian children). In summer 2001, 69 percent of parents were familiar with resources to help them with parenting (compared to 70% in winter 2001). Twenty percent of the parents said that they had learned about services and 56 percent of these parents said that they had used them (including information from the Cargill Scholars program, child development classes, a community parent math night, the Big Sister program, and assistance from a teacher). There were no significant changes in any of these items.

The last measure related to parental involvement in education obtained from the parent survey is the percentage of parents who reported that the Cargill Scholars program has helped them gain a better understanding of school policies and procedures. Sixty-one percent of parents said that they had gained a better understanding of school policies and procedures.

Positive relationships with unrelated adults

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

Cargill Scholars Parent Survey

One measure of scholar relationships with unrelated adults was obtained from the surveys with parents. As seen in Figure 71, 89 percent of parents felt that the Cargill Scholars program had helped their child improve relationships with unrelated adults either “a lot” or “a little.”

71. Parent survey: perceptions of improved relationships with unrelated adults

Do you feel Cargill Scholars has helped your child...	N	3 = Yes, a lot	2 = Yes, a little	1 = No	Mean	SD
Improve relationships with unrelated adults?						
Summer 2002	45	58%	31%	11%	2.5	0.7

Cargill Scholars Scholar Survey

Three measures of scholars’ relationships with unrelated adults were obtained from the surveys with scholars. These measures address the percentage of scholars who have an adult in their lives that they can depend on, perceived improvements in their relationships with other adults, and positive relationships with their mentors.

Presence of supportive unrelated adults

The first measure of this goal is the percentage of scholars who report that they have adults that they can depend on. As seen in Figure 72, in summer 2002, 89 percent of scholars said they had adults, other than their parents, that they can depend on. This is slightly higher than the 82 percent of scholars who reported having a supportive adult in the winter of 2001.

72. Scholar survey: presence of supportive unrelated adults

Item	N	Percentage saying yes
Besides your parents, do you have other adults you can depend on?		
Winter 01	49	82%
Summer 02	47	89%

Those scholars who said that they did have other adults that they could talk to or depend on were asked to identify these other adults. Their responses are listed in Figure 73. Responses have been coded into categories and are not verbatim responses. Most scholars identified other relatives, such as grandparents, aunts, uncles, and siblings. Some mentioned unrelated adults, such as teachers, friends' parents, or neighbors. Responses from the first survey administration (winter 2001) are located in the appendix.

73. Scholar survey: open-ended comments – besides parents, who are some of the other adults you talk to or depend on? (summer 2002)

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

Aunt(s)/Uncles(s) (21 respondents)
Grandmother/grandfather (19 respondents)
Siblings (7 respondents)
Teacher (6 respondents)
Big Brother/Big Sister (5 respondent)
Friends' parents (4 respondents)
Cousins (4 respondents)
Neighbors (3 respondents)
Brother-in-law/Sister-in-law (2 respondents)
Cargill staff/coaches (2 respondents)
God-parents (2 respondents)
Friends (2 respondents)
Parents' friends
Step-parent

Perceived improvements in relationships with unrelated adults

The second measure of this outcome goal obtained from the scholar surveys is the percentage of scholars who report that Cargill Scholars has helped them improve their relationships with other adults. As seen in Figure 74, 76 percent of scholars felt that the program helped them improve their relationships with other adults a lot, while 18 percent said it helped them a little.

74. Scholar survey: perceived improvements in relationships with unrelated adults

Do you feel that being Cargill Scholars has helped you...	N	3 = Yes, a lot	2 = Yes, a little	1 = No	Mean	SD
Improve relationships with other adults						
Summer 2002	45	76%	18%	6%	2.7	0.6

Relationships with mentors

The third outcome measure from the scholar survey addresses scholars' relationships with their Big Brothers/Big Sisters mentors. As seen in Figure 75, just under half of the scholars (47%) reported that they had a Big Brothers/Big Sisters mentor.

75. Scholar survey: existence of relationship with Big Brother/Big Sister mentor

Existence of a relationship with a mentor	N	Percentage saying yes
Do you have a Big Brother/Big Sister mentor yet?		
Summer 2002	47	47%

Those scholars who said that they did have a mentor were asked several questions regarding their relationship. As seen in Figure 76, all scholars said that they enjoy the time spent with their mentor at least sometimes. Just over two-thirds of the scholars (68%) said that they spend as much time as they would like with their mentor, while another 14 percent said that they sometimes spent as much time as they would like with their mentor. The lowest ratings emerged related to scholars talking to their mentor about their feelings. Forty-one percent of the scholars said that they have not been able to talk to mentors about their feelings.

76. Scholar survey: scholars' relationships with their mentors

Since you were paired with a Big Brother/Big Sister through Cargill Scholars, have you	N	Yes	Sometimes	No	Mean	SD
Been able to talk to your mentor about your feelings						
Summer 2002	22	50%	9%	41%	2.1	1.0
Spent as much time as you would like with your Big Brother/Big Sister						
Summer 2002	22	68%	14%	18%	2.5	0.8
Enjoyed the time you spent with your Big Brother/Big Sister						
Summer 2002	22	96%	4%	0%	3.0	0.2

Section summary

In summer 2002, most scholars (89%) said that they had adults, other than their parents, that they can depend on. This represents an increase over the 82 percent who reported having a supportive adult in the winter of 2001. Most scholars identified other relatives, such as grandparents, aunts, uncles, and siblings. Some mentioned unrelated adults, such as teachers, friends' parents, or neighbors. Eighty-nine percent of parents and 76 percent of scholars felt that the Cargill Scholars program helped them improve relationships with unrelated adults either "a lot" or "a little."

Forty-seven percent of the scholars reported that they had a Big Brothers/Big Sisters mentor. Of these scholars, all said that they enjoy the time spent with their mentor at least sometimes. Just over two-thirds of the scholars (68%) said that they spend as much time as they would like with their mentor, while another 14 percent said that they sometimes spent as much time as they would like with their mentor. The lowest ratings emerged related to scholars talking to their mentor about their feelings. Forty-one percent of the scholars said that they have not been able to talk to mentors about their feelings.

School involvement and success

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

Social Skills Rating System (SSRS): elementary level teacher form for grades k-6

Several measures of scholars' school involvement and success were obtained from the teacher SSRS. Again, due to the restricted time between the two survey administrations, the teacher SSRS was only completed once during the first year of the program. Thus, improvement on these measures cannot be examined in this report.

The first measure of scholar school involvement and success is the percentage of scholars showing "average" or "more" total academic competence, as reported using the teacher version of the Social Skills Rating Scale. Results from this goal are reported in Figure 77. Scholars were often rated by teachers as falling below average in terms of their

overall academic competence (62%). No scholars were rated as above average in their academic competence.

77. Teacher SSRS: ratings of total academic competence

Academic competence	N	Raw scores		Standard scores		Behavior levels		
		Mean	Std. Dev.	Mean	Std. Dev.	Fewer	Average	More
Total	50	28.2	6.4	91.5	9.2	62%	38%	0%

In addition to this measure, four other measures were obtained from the teacher SSRS. These measures included: the percentage of scholars rated by teachers as falling in the top 30 percent of the class in the areas of: (1) overall academic performance, reading, and mathematics; (2) overall motivation to succeed academically; (3) intellectual functioning; and (4) grade-level expectations in reading and mathematics. Each of these questions are also factored into the total academic competence scale. Results from these items are found in Figure 78.

Teachers rated scholars' overall motivation to succeed fairly high, with 62 percent of scholars rated as falling into the top 30 percent of their class. Ratings of actual success were typically lower, however. Almost 40 percent of scholars were rated as falling into the top 30 percent of the class in terms of their level of intellectual functioning, while only 24 percent achieved this rating for their overall academic performance.

The lowest ratings were given for scholars' performance in reading and mathematics. Less than one quarter of scholars were rated as falling into the top 30 percent in these areas both in terms of comparisons to their classmates and in terms of grade-level expectations.

78. Teacher SSRS: ratings of scholars' classroom performance

Item	N	Percentage					Mean	Std. Dev.
		Lowest 10%	Next lowest 20%	Middle 40%	Next highest 20%	Highest 10%		
Compared with other children in my classroom, the overall academic performance of this child is...								
Fall 2001	50	8%	28%	40%	22%	2%	2.8	0.9
In reading, how does this child compare with other students?								
Fall 2001	50	10%	32%	34%	24%	0%	2.7	1.0
In mathematics, how does this child compare with other students?								
Fall 2001	50	8%	32%	34%	24%	2%	2.8	1.0
In terms of grade-level expectations, this child's skills in reading are...								
Fall 2001	49	4%	45%	35%	16%	0%	2.6	0.8
In terms of grade-level expectations, this child's skills in mathematics are...								
Fall 2001	50	4%	46%	30%	18%	2%	2.7	0.9
The child's overall motivation to succeed academically is...								
Fall 2001	50	6%	6%	26%	50%	12%	3.6	1.0
Compared with other children in my classroom, the child's intellectual functioning is...								
Fall 2001	49	0%	16%	45%	31%	8%	3.3	0.9

Cargill Scholars Parent Survey

There are six measures related to scholars' school involvement and success that are obtained from the parent survey. These measures include ratings of scholars' school attendance and grades, amount of effort put into schoolwork, level of school adjustment, likelihood of attending post-secondary education, use of a library card, and ideas regarding possible future careers. In addition, parents were asked to rate the impact of the Cargill Scholars program on a variety of academic outcomes.

School attendance and grades

The first measure is the percentage of scholars identified by parents as “good” or better at attending school and maintaining satisfactory grades. As seen in Figure 79, parents generally rated their children very highly in these areas. In both winter 2001 and summer 2002, all scholars were rated as “good” or better for attending school (average rating between “very good” and “outstanding”). In summer 2002, 91 percent of scholars were rated as “good” or better for maintaining satisfactory grades, compared to 79 percent in winter 2001. For both data collection periods, the average rating was just below “very good”).

79. Parent survey: parent ratings of scholars’ school attendance and grades

When you think of [SCHOLAR’s] behavior over the last three months, how would you rate him/her in the following areas?	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
Attending school									
Winter 01	50	0%	0%	0%	12%	16%	72%	5.6	0.7
Summer 02	46	0%	0%	0%	15%	17%	67%	5.5	0.8
Maintaining satisfactory grades									
Winter 01	48	0%	0%	21%	23%	6%	50%	4.9	1.3
Summer 02	46	0%	0%	9%	24%	37%	30%	4.9	0.9

Paired t-tests were conducted to examine variation in these two items between winter 2001 and summer 2002. As seen in Figure 80, there were no statistically significant changes in the mean scores for either item.

80. Parent survey: paired t-tests of parent ratings of scholars’ school attendance and grades

When you think of [SCHOLAR’s] behavior over the last three months, how would you rate him/her in the following areas?	N	Mean winter 01	Mean summer 02	T-test
Attending school	46	5.6	5.5	0.6
Maintaining satisfactory grades	45	4.9	4.9	0.1

Amount of effort put into schoolwork

The second measure is the percentage of scholars identified by parents as putting “a lot” of effort into their schoolwork. The results for this measure are found in Figure 81. In both the winter of 2001 and the summer of 2002, all scholars were rated as putting at least “a little” effort into their schoolwork. In the summer of 2002, 85 percent of parents rated scholars as putting “a lot” of effort into their schoolwork, compared to 74 percent in the winter of 2001. There was a slight increase in the mean rating for this item.

81. Parent survey: parent ratings of scholars’ academic effort

Item	N	Percentage			Mean	Std. Dev.
		1 = none	2 = a little	3 = a lot		
How much effort do you think [SCHOLAR] puts into his/her schoolwork?						
Winter 01	50	0%	26%	74%	2.7	0.4
Summer 02	46	0%	15%	85%	2.9	0.4

Most of the parents (78%) rated scholars’ level of academic effort the same in the summer of 2002 as they had in the winter of 2001. The percentage showing decline (15%) was fairly comparable to the percentage showing improvement (13%) (see Figure 82).

82. Parent survey: changes in ratings of scholar academic effort

	Winter 2001 to Summer 2002			
	N	Improved	Maintained	Declined
Effort put into schoolwork	46	13%	78%	15%

Level of school adjustment

The third measure is the percentage of scholars identified by parents as having “somewhat positive” or “very positive” school adjustment. In the summer of 2002, 87 percent of scholars were rated as having either “somewhat positive” or “very positive” school adjustment, compared to 98 percent in the winter of 2001 (see Figure 83). A paired t-test was conducted for those scholars who had both winter 2001 and summer 2002 data. The results indicate that there was a slight, but statistically insignificant, decrease in the mean rating.

83. Parent survey: parent ratings of scholars' overall school adjustment

Item	N	Percentage					Mean	Std. Dev.
		1 = Very negative	2 = Somewhat negative	3 = Neither positive nor negative	4 = Somewhat positive	5 = Very positive		
How would you rate [SCHOLAR's] overall adjustment to school?								
Winter 01	50	0%	0%	2%	32%	66%	4.6	0.5
Summer 02	46	0%	4%	9%	24%	63%	4.5	0.8

Paired t-test: Winter 01 mean = 4.67; spring 02 mean = 4.46; t = 1.95

Likelihood of attending post-secondary education

The fourth measure is the percentage of parents who report that it is “somewhat likely” or “definite” that their child will attend college or other post-secondary education. In the summer of 2002, all parents reported that it is at least “somewhat likely” that their child will attend some form of postsecondary education (compared to 96% in the winter of 2001) (see Figure 84). Seventy-six percent of parents during both data collection periods said their child would definitely attend college. The results of a paired t-test indicate that there was a statistically insignificant increase in the mean for this item.

84. Parent survey: parent ratings of the likelihood of scholars attending college

Item	N	Percentage				Mean	Std. Dev.
		1 = definitely not	2 = somewhat unlikely	3 = somewhat likely	4 = definitely		
When you think of the future, how likely do you think it is that [SCHOLAR] will attend college or another type of post-secondary education?							
Winter 01	49	0%	4%	20%	76%	3.7	0.5
Summer 02	46	0%	0%	24%	76%	3.8	0.4

Paired t-test: winter 01 mean = 3.71; spring 02 mean = 3.78; t = -0.83

Parents were asked two follow-up questions regarding this issue. First, parents were asked what kinds of support or assistance they think their child will need to ensure that he or she will be able to attend college or other post-secondary education. Responses to this item are listed in Figure 85. Responses generally fell into five categories. Parents most often identified needs for financial assistance or support, such as scholarships. A second prevalent theme was that scholars need ongoing support from others, such as from parents, other family members, teachers, and Cargill Scholars staff. Third, parents identified a need for tutoring and academic support. Other comments focused on a need for opportunities for scholars to build their confidence and to receive information about educational options. Several parents specifically mentioned the potential role of Cargill Scholars in promoting post-secondary education. Responses from the first survey administration (winter 2001) are found in the appendix.

85. Parent survey: open-ended comments – What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or post-secondary education? (summer 2002)

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

Financial assistance

Financial assistance/support (24 respondents)

Scholarships (6 respondents)

Support and encouragement

Ongoing support of family (6 respondents)

Mentoring/positive role models (4 respondents)

Parental involvement (e.g., checking work, taking to library) (3 respondents)

Encouragement (2 respondents)

Tutoring/academic support

Tutoring/academic assistance (7 respondents)

Improving academic performance (2 respondents)

Assistance with staying on task with academic activities

Stay in school to get help from teachers

Confidence/motivation

Motivation to attend (3 respondents)

Work hard/stay focused (2 respondents)

Confidence in abilities/self-esteem (2 respondents)

Positive attitude

Information

Information about education system in MN/USA (2 respondents)

Guidance regarding options (2 respondents)

Cargill Scholars

Cargill Scholars (unspecified) (2 respondents)

Cargill has been helpful (2 respondents)

Need more support from Cargill

Second, parents were asked what they see as the biggest barriers to their child’s attending college or other post-secondary education. As seen in Figure 86, most parents did not identify any barriers. Those parents who did identify barriers mentioned money and academic difficulties. Responses from the first survey administration are found in the appendix.

86. Parent survey: open-ended comments – What do you see as the biggest barriers to your child’s attending college or other post-secondary education? (summer 2002)

What do you see as the biggest barriers to your child’s attending college or other post-secondary education?

None/no response (40 respondents)

A struggle with math – maturing (attitude, emotions).

He has trouble in school.

Don’t see a lot of barriers – learning disability may be a barrier.

Tuition. He needs financial support.

Ability to get the financial aid he needs.

Reading skills – but she has improved.

Use of a library card

The fifth measure is the percentage of scholars who have a library card. As seen in Figure 87, in summer 2002, 74 percent of parents said that their child had a library card (compared to 71% in winter 2001). The sixth measure is the percentage of scholars who go to the library at least twice a month. Approximately half of scholars go to the library at least twice a month (47% in winter 2001 and 53% in summer 2002) (see Figure 88).

87. Parent survey: scholars’ use of a library card

Does [SCHOLAR] currently have a library card for a public library?	N	Percentage saying yes
Winter 01	49	71%
Summer 02	46	74%

88. Parent survey: frequency of library visits

Item	N	Percentage				MEAN
		4 = about once a week	3 = about twice a month	2 = about once a month	1 = less often	
In general, how often does [SCHOLAR] go to the public library?						
Winter 01	34	29%	18%	18%	35%	2.4
Summer 02	34	32%	21%	27%	20%	2.6

Ideas regarding possible future careers

Parents were asked whether the Cargill Scholars program had helped their child learn about possible career interests. As seen in Figure 89, 91 percent of parents said that the program had helped their child either a little or a lot with this issue. The average rating for this item fell midway between “yes, a lot” and “yes, a little.”

89. Parent survey: perceived impact of Cargill Scholars on academic outcomes

Do you feel Cargill Scholars has helped your child...	N	3 = Yes, a lot	2 = Yes, a little	1 = No	Mean	SD
Learn about possible career interests						
Summer 2002	45	56%	36%	9%	2.5	0.7

Parents were also asked whether scholars had talked about any new ideas regarding possible future careers since they became involved with Cargill Scholars. Sixty-four percent of parents said that their child had talked about possible future careers (see Figure 90). When asked what these career ideas are, they mentioned a wide variety of ideas, such as medicine, performing arts, professional sports, teaching, and computers. Several parents specifically mentioned that Science Camp had increased their child’s interest in science and in potentially pursuing a career in science (see Figure 91). Responses in this table have been categorized and do not appear verbatim.

90. Parent survey: scholars' new ideas regarding possible future careers

Since [SCHOLAR] became involved with Cargill Scholars, has he or she talked about any new ideas they have regarding possible future careers?	N	Percentage saying yes
Summer 2002	45	64%

91. Parent survey: open ended responses – What are these career ideas? (summer 2002)

What are these career ideas?
No/no response (17 respondents)
Doctor/nurse (8 respondents)
Scientist (e.g., in general, paleontologist, chemist) (6 respondents)*
Professional athlete (e.g., swimming, football, soccer, basketball) (5 respondents)
Musician/singer (4 respondents)
Teacher (3 respondents)
Actor/dancer (3 respondents)
Artist/cartoonist (2 respondents)
Computer programmer/video game designer (2 respondents)
Police officer/fire fighter (2 respondents)
Lawyer (2 respondents)
A federal employee
Limousine driver
Wants to go to Wisconsin Dells college

*4 respondents specifically mentioned Science Museum or Science Camp

Impact of Cargill Scholars

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

As seen in Figure 92, the average rating for all of these items fell between “yes, a little” and “yes, a lot.” Parents were especially likely to report that the program had helped

their child to understand directions and to enjoy learning new things, with all parents saying that the program had helped at least “a little.” The two items with the highest percentage of parents saying that the program had helped “a lot” were enjoyment of learning new things (85%) and improvement of school grades (74%). The items with the lowest ratings were improved school attendance and completing schoolwork on time, with 10 to 11 percent of parents saying that the program had not helped with these issues.

92. Parent survey: perceived impact of Cargill Scholars on academic outcomes

Do you feel Cargill Scholars has helped your child...	N	3 = Yes, a lot	2 = Yes, a little	1 = No	Mean	SD
Improve school grades						
Summer 2002	46	74%	24%	2%	2.7	0.5
Improve school attendance						
Summer 2002	36	56%	33%	11%	2.4	0.7
Increase his/her class involvement						
Summer 2002	41	56%	42%	2%	2.5	0.6
Understand directions						
Summer 2002	44	55%	45%	0%	2.6	0.5
Improve his/her math skills						
Summer 2002	44	59%	36%	5%	2.6	0.6
Improve his/her reading skills						
Summer 2002	44	61%	36%	2%	2.6	0.5
Improve his/her writing skills						
Summer 2002	43	51%	42%	7%	2.4	0.6
Improve his/her study skills						
Summer 2002	43	56%	42%	2%	2.5	0.6
Complete school assignments on time						
Summer 2002	41	49%	41%	10%	2.4	0.7
Enjoy learning new things						
Summer 2002	46	85%	15%	0%	2.9	0.4

Cargill Scholars Teacher Survey

The Cargill Scholars Teacher Survey is also used to assess scholars' school involvement and success. Three measures are taken from this source: academic behavior and performance, level of effort put into schoolwork, and overall school adjustment.

Academic behavior and performance

The first measure is the percentage of teachers who report that students are doing “good” or better in areas of academic behavior and performance. The results listed in Figure 93 show a wide variation in their ratings across different behavior areas. In both fall 2001 and spring 2002, four behaviors had an average rating of better than “very good”: attending school regularly, respecting teachers, and respecting materials and equipment. In contrast, eight items in fall 2001 and four items in spring 2002 had average ratings lower than “good.” The behaviors with the lowest ratings assessed skills in the areas of writing, math, reading, and study skills.

Several items showed a substantial increase in the percentage of scholars rated as “good” or better between fall 2001 and spring 2002. These items included working independently (54% to 68%), demonstrating writing skills (37% to 48%), and staying on task and using time productively (61% to 72%). The item showing the largest decrease in the percentage rated as “good” or better was demonstrating math skills (64% to 52%). These results are also presented graphically in Figures 94a and 94b.

93. Teacher survey: ratings of scholar academic behavior and performance

When you think of your student's behavior over the last three months, how would you rate them in the following areas?	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Out-standing		
Attending school regularly									
Fall 2001	50	0%	0%	8%	12%	28%	52%	5.2	1.0
Spring 2002	50	0%	2%	2%	8%	22%	66%	5.5	0.9
Respecting teachers									
Fall 2001	50	0%	4%	8%	10%	18%	60%	5.2	1.2
Spring 2002	50	0%	2%	8%	16%	20%	54%	5.2	1.1
Respecting materials and equipment									
Fall 2001	50	0%	0%	8%	22%	26%	44%	5.1	1.0
Spring 2002	50	0%	2%	8%	14%	36%	40%	5.0	1.0

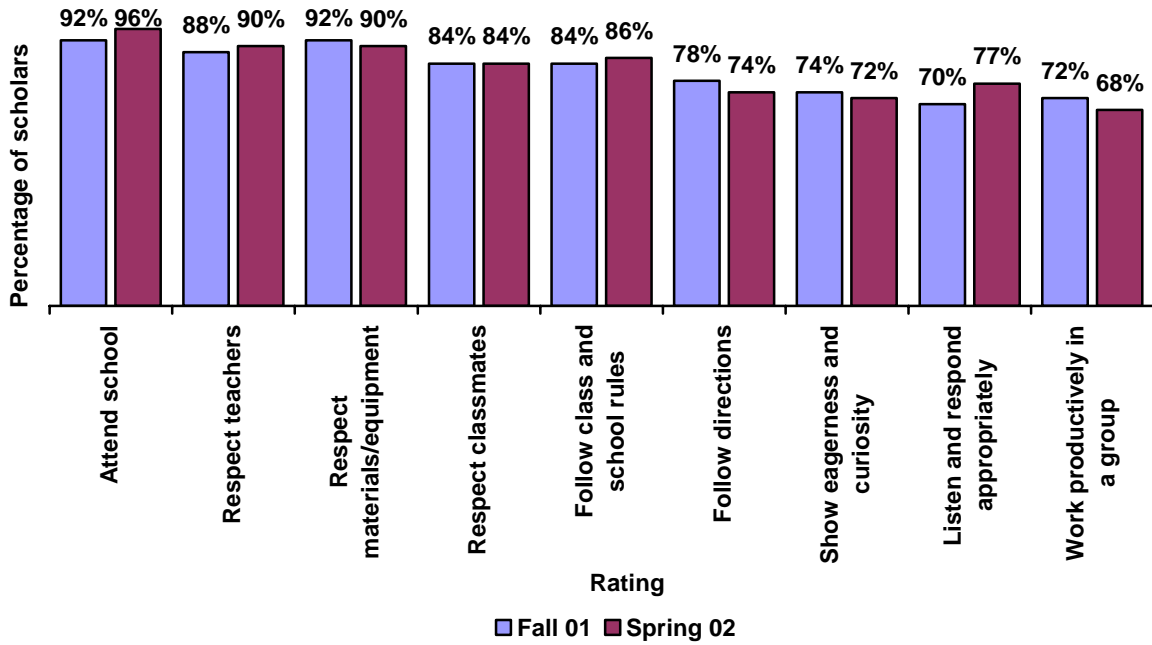
93. Teacher survey: ratings of scholar academic behavior and performance (continued)

When you think of your student's behavior over the last three months, how would you rate them in the following areas?	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
Respecting classmates									
Fall 2001	50	0%	4%	12%	24%	22%	38%	4.8	1.2
Spring 2002	50	0%	6%	10%	18%	36%	30%	4.7	1.2
Following class and school rules									
Fall 2001	50	2%	4%	10%	24%	18%	42%	4.8	1.3
Spring 2002	50	2%	2%	10%	24%	28%	34%	4.8	1.2
Following directions									
Fall 2001	50	0%	12%	10%	32%	28%	18%	4.3	1.2
Spring 2002	50	0%	8%	18%	20%	32%	22%	4.4	1.3
Showing eagerness and curiosity towards learning									
Fall 2001	50	0%	6%	20%	30%	26%	18%	4.3	1.2
Spring 2002	50	2%	4%	22%	22%	40%	10%	4.2	1.2
Listening and responding appropriately in class*									
Fall 2001	50	0%	10%	20%	38%	24%	8%	4.0	1.1
Spring 2002	17	0%	18%	6%	24%	24%	29%	4.4	1.5
Listening and paying attention in class*									
Fall 2001	0	-	-	-	-	-	-	-	-
Spring 2002	32	0%	12%	12%	19%	41%	16%	4.9	1.0
Responding appropriately in class*									
Fall 2001	0	-	-	-	-	-	-	-	-
Spring 2002	32	0%	3%	13%	31%	44%	9%	4.4	1.0
Working productively in a group									
Fall 2001	50	0%	8%	20%	46%	16%	10%	4.0	1.1
Spring 2002	49	0%	6%	27%	29%	29%	10%	4.1	1.1
Turning in completed assignments on time									
Fall 2001	50	6%	18%	8%	22%	30%	16%	4.0	1.5
Spring 2002	50	4%	14%	16%	26%	16%	24%	4.1	1.5

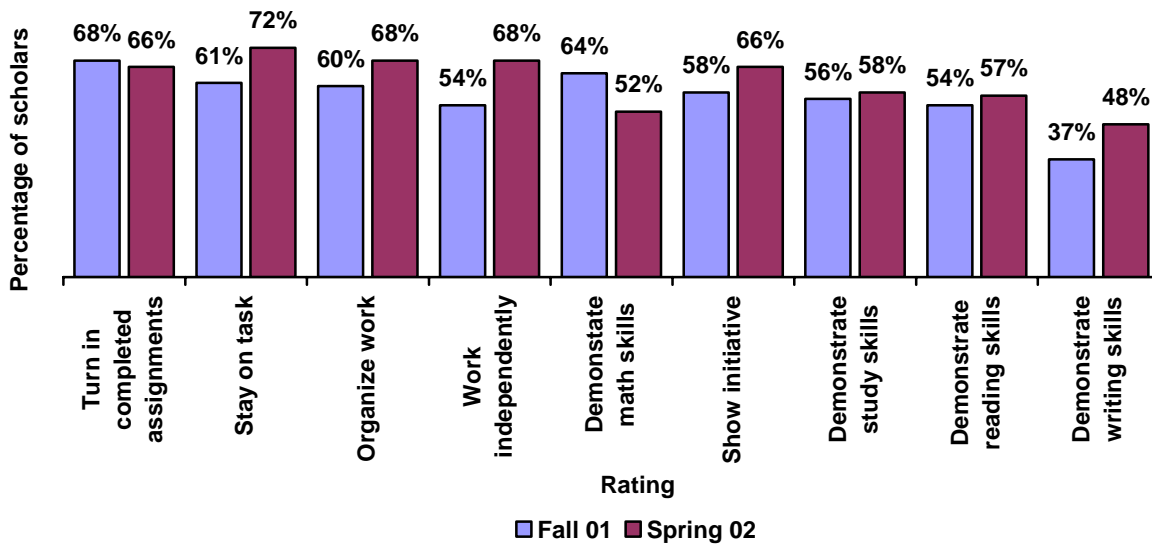
93. Teacher survey: ratings of scholar academic behavior and performance (continued)

When you think of your student's behavior over the last three months, how would you rate them in the following areas?	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
Staying on task and using time productively									
Fall 2001	49	6%	10%	22%	27%	20%	14%	3.9	1.4
Spring 2002	50	4%	8%	16%	20%	32%	20%	4.3	1.4
Organizing work									
Fall 2001	50	2%	12%	26%	36%	16%	8%	3.8	1.2
Spring 2002	50	2%	12%	18%	26%	26%	16%	4.1	1.3
Working independently									
Fall 2001	50	0%	18%	28%	28%	14%	12%	3.7	1.3
Spring 2002	50	2%	12%	20%	24%	24%	20%	4.1	1.4
Demonstrating math skills									
Fall 2001	50	0%	12%	24%	44%	18%	2%	3.7	1.0
Spring 2002	50	2%	18%	28%	24%	22%	6%	3.6	1.2
Showing initiative									
Fall 2001	50	2%	12%	28%	34%	20%	4%	3.7	1.1
Spring 2002	50	4%	6%	24%	32%	24%	10%	4.0	1.2
Demonstrating study skills									
Fall 2001	50	0%	18%	26%	38%	14%	4%	3.6	1.1
Spring 2002	50	2%	12%	28%	30%	24%	4%	3.7	1.1
Demonstrating reading skills									
Fall 2001	50	0%	12%	34%	40%	14%	0%	3.6	0.9
Spring 2002	49	0%	12%	31%	39%	12%	6%	3.7	1.0
Demonstrating writing skills									
Fall 2001	49	2%	20%	41%	35%	2%	0%	3.1	0.8
Spring 2002	50	4%	16%	32%	28%	14%	6%	3.5	1.2

94a. Teacher survey: percentage of scholars showing good or better academic behavior and performance



94b. Teacher survey: percentage of scholars showing good or better academic behavior and performance



Paired t-tests were conducted to explore variation in these items between fall 2001 and spring 2002. As seen in Figure 95, there were changes in both positive and negative directions, though these changes were not statistically significant for most items. Five items did show a statistically significant improvement. These items addressed accepting responsibility for their own behavior, staying on task and using time productively, organizing work, working independently, and demonstrating writing skills.

95. Teacher survey: paired t-tests of ratings of scholar academic behavior and performance

When you think of your student's behavior over the last three months, how would you rate them in the following areas?	N	Mean fall 01	Mean spring 02	T-test
Attending school regularly	50	5.2	5.5	-1.5
Respecting teachers	50	5.2	5.2	0.6
Respecting materials and equipment	50	5.1	5.0	0.2
Respecting classmates	50	4.8	4.7	0.3
Following class and school rules	50	4.8	4.8	-0.2
Showing self-control	50	4.7	4.7	-0.2
Accepting responsibility for own behavior	50	4.4	4.7	-2.1*
Interacting well with other students	50	4.3	4.4	-0.5
Following directions	50	4.3	4.4	-0.9
Showing eagerness and curiosity towards learning	50	4.3	4.2	0.4
Listening and responding appropriately in class	17	3.8	4.4	-1.8
Listening and paying attention in class	-	-	-	-
Responding appropriately in class	-	-	-	-
Working productively in a group	49	4.0	4.1	-0.5
Turning in completed assignments on time	50	4.0	4.1	-0.5
Staying on task and using time productively	49	3.9	4.3	-2.4*
Demonstrating self-confidence	50	3.8	3.9	-0.9
Organizing work	50	3.8	4.1	-2.4*
Working independently	50	3.7	4.1	-2.2*
Demonstrating math skills	50	3.7	3.6	0.7
Showing initiative	50	3.7	4.0	-1.7
Demonstrating study skills	50	3.6	3.7	-1.1
Demonstrating reading skills	49	3.6	3.7	-0.9
Demonstrating writing skills	49	3.1	3.5	-2.5*

Level of effort put into schoolwork

The second measure is the percentage of scholars identified by teachers as putting “a lot” of effort into their schoolwork. The results for this item are listed in Figure 96. At both time periods (fall 2001 and spring 2002), the mean rating for this item was 2.6, which falls between “a little” and “a lot.” Ninety-six percent of scholars were rated as putting at least “a little” effort into their schoolwork in spring 2002, compared to 100 percent in fall 2001.

96. Teacher survey: teacher ratings of scholars’ academic effort

Item	N	Percentage			Mean	Std. Dev.
		1 = none	2 = a little	3 = a lot		
How much effort do you think [SCHOLAR] puts into his/her schoolwork?						
Fall 2001	50	0%	38%	62%	2.6	0.5
Spring 2002	49	4%	31%	65%	2.6	0.6

T = 0.30

School adjustment

The third measure is the percentage of scholars identified by teachers as having a “somewhat positive” or “very positive” overall school adjustment. The results for this item are reported in Figure 97. In spring 2002, 86 percent of teachers said that scholars had either a “somewhat positive” or “very positive” level of school adjustment, comparable to the 84 percent who gave this rating in fall 2001. At both data collection periods, the average rating was 4.3, which falls between “somewhat positive” and “very positive.”

97. Teacher survey: teacher ratings of scholars’ overall school adjustment

Item	N	Percentage					Mean	Std. Dev.
		1 = Very negative	2 = Somewhat negative	3 = Neither positive nor negative	4 = Somewhat positive	5 = Very positive		
How would you rate [SCHOLAR's] overall adjustment to school?								
Fall 2001	49	0%	4%	12%	31%	53%	4.3	0.9
Spring 2002	50	2%	0%	12%	36%	50%	4.3	0.8

T = 0.2

Cargill Scholars Scholar Survey

A total of five measures related to scholars' school involvement and success were obtained from this first administration of the scholar survey. These measures addressed positive school behaviors, ability to identify resources for help with homework, ability to identify a career goal, plans to attend college, and perceived impact of the program on academic outcomes.

Positive school behaviors

The first measure is the percentage of scholars who demonstrate a variety of school behaviors. The results for this measure are listed in Figure 98. Nine items assessed positive school behaviors. In both winter 2001 and summer 2002, average ratings for each of these items fell between "sometimes" and "yes." Scholars gave themselves the highest ratings in the following areas: how much they like learning new things, following school rules, and liking school. They rated themselves lowest for completing schoolwork without mistakes. For all items except completing homework without mistakes, at least 95 percent of scholars said either "sometimes" or "yes."

Two negative items were asked. For these two items (other kids making it difficult to pay attention and getting in trouble at school), the average rating fell below "sometimes." Approximately 95 percent of scholars reported getting in trouble sometimes or not at all. Less positive results were obtained regarding difficulty paying attention to school, with approximately one-quarter of scholars saying that they did have difficulty.

98. Scholar survey: scholar ratings of school behaviors

Think about your school activities.	N	Percentage			Mean	Std. Dev.
		3 = yes	2 = sometimes	1 = no		
Do you hand in your schoolwork on time?						
Winter 01	50	50%	50%	0%	2.5	0.5
Summer 02	47	51%	49%	0%	2.5	0.5
Do you complete your schoolwork without mistakes?						
Winter 01	50	6%	84%	10%	2.0	0.4
Summer 02	47	6%	87%	6%	2.0	0.4
Do you participate in the classroom (i.e., helping teachers, answering questions, volunteering)?						
Winter 01	50	84%	12%	8%	2.8	0.5
Summer 02	47	75%	25%	0%	2.7	0.4

98. Scholar survey: scholar ratings of school behaviors (continued)

Think about your school activities.	N	Percentage			Mean	Std. Dev.
		3 = yes	2 = sometimes	1 = no		
Do you ask for help when you do not understand something?						
Winter 01	50	86%	12%	2%	2.8	0.4
Summer 02	47	75%	21%	4%	2.7	0.6
Do you follow directions in class?						
Winter 01	50	76%	22%	2%	2.7	0.5
Summer 02	47	68%	30%	2%	2.7	0.5
Do you like school?						
Winter 01	50	76%	22%	2%	2.7	0.5
Summer 02	47	81%	17%	2%	2.8	0.5
Do you follow school rules?						
Winter 01	50	86%	14%	0%	2.9	0.4
Summer 02	47	83%	13%	4%	2.8	0.5
Do you get to class on time?						
Winter 01	50	62%	36%	2%	2.6	0.5
Summer 02	47	66%	30%	4%	2.6	0.6
Do you like learning new things?						
Winter 01	50	92%	6%	2%	2.9	0.4
Summer 02	47	87%	11%	2%	2.9	0.4
Do other kids make it hard for you to pay attention in class?						
Winter 01	50	28%	36%	36%	1.9	0.8
Summer 02	47	23%	45%	32%	1.9	0.8
Do you get in trouble at school?						
Winter 01	50	4%	30%	66%	1.4	0.6
Summer 02	47	6%	32%	62%	1.5	0.6

Figure 99 summarizes movement in ratings of scholars' social behavior. Improvement is defined as moving from one rating level to one more positive (e.g., from "sometimes" to "yes"), while decline is defined as moving from one rating level to one more negative (e.g., from "sometimes" to "no"). As seen in this figure, for all items except difficulty

paying attention to class, the majority of scholars (72 to 87%) maintained their same rating from winter 2001 to summer 2002.

For those scholars who did show change, results were mixed. For several items, the percentage of scholars showing improvement and decline were fairly similar. For other items, there was a notable difference between these groups. For instance, the percentage of scholars who declined was larger than the percentage who improved for participating in the classroom (15% compared to 4%), asking for help (19% compared to 6%), following directions in class (19% compared to 6%), following school rules (13% compared to 6%), and getting in trouble in school (15% compared to 4%).

Overall, the items showing the highest levels of improvement were difficulty paying attention in class (32%), handing in schoolwork on time (13%), and getting along with other kids in the class (13%). The items showing the highest levels of decline included difficulty paying attention in class (30%), asking for help (19%), and following directions in class (19%).

99. Scholar survey: change in ratings of scholar school behavior

When you think of your behavior over the last three months, how would you rate them in the following areas?	Winter 2001 to Summer 2002			
	N	Improved	Maintained	Declined
Handing in schoolwork on time	47	6 (13%)	34 (72%)	7 (15%)
Completing schoolwork without mistakes	47	3 (6%)	41 (88%)	3 (6%)
Participating in the classroom	47	2 (4%)	38 (81%)	7 (15%)
Asking for help	47	3 (6%)	35 (75%)	9 (19%)
Following directions in class	47	3 (6%)	35 (75%)	9 (19%)
Liking school	47	5 (11%)	38 (81%)	4 (8%)
Following school rules	47	3 (6%)	38 (81%)	6 (13%)
Getting to class on time	47	3 (6%)	40 (85%)	4 (9%)
Liking learning new things	47	3 (6%)	39 (83%)	5 (11%)
Getting along with other kids in the class	47	6 (13%)	37 (79%)	4 (8%)
Difficulty paying attention on class	47	15 (32%)	18 (38%)	14 (30%)
Getting in trouble at school	47	2 (4%)	38 (81%)	7 (15%)

Ability to identify resources for homework help

The second measure is the percentage of scholars who identify resources that they use to get homework help. One item asked scholars how often they ask their parents for help with their homework. As seen in Figure 100, in summer 2002, 96 percent of scholars said they ask their parents for help at least sometimes. There was an interesting change in the response pattern from winter 2001 to summer 2002, with the percentage of scholars who said “yes” decreasing from 76 percent to 51 percent and the percentage who said “sometimes” increasing from 16 percent to 44 percent. There was a slight decrease in the mean rating for this item. As seen in Figure 101, 32 percent of scholars gave a lower rating to this item in summer 2002 than they had in winter 2001.

100. Scholar survey: frequency of asking parents for help with homework

Think about your school activities.	N	Percentage			Mean	Std. Dev.
		3 = yes	2 = sometimes	1 = no		
Do you ask your parents for help with schoolwork?						
Winter 01	50	76%	16%	8%	2.7	0.6
Summer 02	47	51%	44%	4%	2.5	0.6

101. Scholar survey: change in ratings asking parents for help with homework

	N	Winter 2001 to Summer 2002		
		Improved	Maintained	Declined
Do you ask your parents for help with homework	47	11%	57%	32%

Scholars were also asked an open-ended item to identify resources that they use. Overall, most scholars were able to identify resources for homework help. Their responses are listed in Figure 102. Responses have been categorized and do not appear verbatim. Parents were mentioned most often. Other common sources of support included teachers and other family members. Several scholars mentioned services such as after-school programs/learning centers and homework helplines. Responses from the winter 2001 survey administration are located in the appendix.

102. Scholar survey: open-ended comments – Where do you get help with your homework (example: library, computer, teacher, parent, homework help line)? (summer 2002)

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

Parents (33 respondents)

Teacher (18 respondents)

Brothers and sisters (11 respondents)

Computer (5 respondents)

Learning center/after school programs (3 respondents)

Other relatives (aunt, grandparents) (6 respondents)

Homework hotline/helpline (3 respondents)

Friends (3 respondents)

Library (2 respondents)

No help needed/figure it out myself (2 respondents)

Neighbors

Ability to identify a career goal

The third measure is the percentage of scholars who identify a career goal. This item was assessed through an open-ended item that asked scholars what they want to be when they grow up. Overall, most scholars were able to identify a specific career goal. Their responses are listed in Figure 103. Responses have been categorized and do not appear verbatim. The most common career goals were athletes, doctors, lawyers, entertainers, artists, and teachers. Several scholars indicated having an interest in a career in science.

103. Scholar survey: open-ended comments – What do you want to be when you grow up? (summer 2002)

What do you want to be when you grow up?

Basketball player (11 respondents)

Doctor (10 respondents)

Football player (7 respondents)

Lawyer/lawyer's assistant (6 respondents)

Musician/singer/rapper (6 respondents)

Artist/cartoonist/photographer (5 respondents)

Teacher (5 respondents)

Don't know (5 respondents)

Scientist (4 respondents)

Policeman (4 respondents)

Soccer player (3 respondents)

Pilot (3 respondents)

Actor/actress (2 respondents)

Work for NASA/NASA scientist (2 respondents)

Ice-skater

Wrestler/boxer

Pastor

Sheet metal worker

Campaign-materials man

Paleontologist

Chef

Judge

Dog groomer

Gymnastics teacher

Government job

Vet

Plans to attend college

The fourth measure is the percentage of scholars who plan to attend college. As seen in Figure 104, in summer 2002, 96 percent of scholars said that they thought that they would attend college, with the remaining clients saying maybe. These results are comparable to those reported in winter 2001.

104. Scholar survey: scholar plans for college attendance

Do you think you will go to college?	N	Percentage			Mean
		3 = yes	2 = maybe	1 = no	
Winter 01	50	94%	6%	0%	2.9
Summer 02	47	96%	4%	0%	3.0

Scholars were asked two additional open-ended questions regarding what they liked most and least about school. There are no specific measures related to these questions; instead they are asked to provide descriptive information only. Scholars most often identified math, reading, physical education, and science as the things that they liked most about school (see Figure 105). A number of scholars also said that they generally enjoy learning new things. Responses from the winter 2001 survey administration are located in the appendix.

105. Scholar survey: open-ended comments – What do you like most about school? (summer 2002)

What do you like most about school?

Math (23 respondents)

Reading (16 respondents)

Physical education/gym class (12 respondents)

Learning new things (10 respondents)

Science (8 respondents)

Field trips (4 respondents)

Social studies (4 respondents)

Music/band (3 respondents)

Principal/teacher (3 respondents)

Art (3 respondents)

Lunch/recess (3 respondents)

Making new friends/other kids (2 respondents)

Media center

Getting to pick schedule

Homework

Spanish class

Parties, extracurricular activities

Patrol

Spelling

Writing

School fair

They try their best to teach children to learn.

Many scholars said that there was not anything that they disliked about school (see Figure 106). Other scholars identified a number of things that they did not like, including a variety of specific subjects and complaints about other students' behavior.

**106. Scholar survey: open-ended comments – What do you dislike about school?
(summer 2002)**

What do you dislike about school?

Nothing/like everything (19 respondents)

Conflicts with other kids/other kids misbehaving (5 respondents)

Reading (5 respondents)

Math (4 respondents)

Teachers/principal (3 respondents)

Social studies (2 respondents)

Science (2 respondents)

Too much homework (2 respondents)

Computers

Board games

Having to stay in school so long in the day

Getting up early in the morning

Boring

Language arts

Lunch and recess too short

More variety in schedule

Outside (e.g. playing on jungle gym)

Art

Music, media

Writing

Perceived impact of program on academic outcomes.

The final set of questions asked scholars to rate the perceived impact of the Cargill Scholars program on a variety of academic outcomes, including school grades, relationships with teachers, ability to understand directions, completing schoolwork on time, study skills, and enjoyment of learning new things. As seen in Figure 107, mean ratings for all of these items fell between “sometimes” and “yes.” The highest average ratings were for the role of the program in helping scholars enjoy learning new things (89% saying yes) and improving school grades (85% saying yes). The lowest rated item was improving relationships with teachers, with 13 percent of scholars saying the program had not helped with this behavior.

107. Scholar survey: impact of Cargill Scholars on academic outcomes

Do you feel that being in Cargill Scholars has helped you...	N	3 = Yes	2 = Sometimes	1 = No	Mean	SD
Improve your school grades						
Summer 2002	47	85%	9%	6%	2.8	0.6
Improve relationships with teachers						
Summer 2002	46	74%	13%	13%	2.6	0.7
Understand directions						
Summer 2002	46	67%	30%	2%	2.7	0.5
Complete schoolwork on time						
Summer 2002	47	62%	34%	4%	2.6	0.6
Improve your study skills						
Summer 2002	47	77%	19%	4%	2.7	0.5
Enjoy learning new things						
Summer 2002	47	89%	6%	4%	2.9	0.5

Ratings of coaches

Additional data regarding academic competence are obtained from coaches' ratings. These data were collected twice during the first year of the program (once in February 2002 and once in May/June 2002) and entered into the Cargill Scholars program record system developed and maintained by Community TechKnowledge. Five items were included related to academic competency: passing at grade, no mandatory summer school, desire to pursue higher education, 95 percent school attendance, and no school suspensions. As seen in Figure 108, there were large increases in the percentage of scholars rated as passing at grade (3% to 94%), not having mandatory summer school (3% to 48%) and desire to pursue higher education (29% to 48%). These results should be interpreted cautiously due to the subjective and incomplete nature of the data.

108. Ratings of coaches: ratings of scholar academic competence

Scholar behavior item	Percentage demonstrating behavior	
	February 2002 (n=35)	May/June 2002 (n=50)
Passing at grade	3%	94%
No mandatory summer school	3%	48%
Desire to pursue higher education	29%	48%
95% school attendance	97%	92%
No school suspensions	94%	94%

Report cards

Several sets of information were obtained from the scholar report cards related to academic performance. This information included work habits, actual performance in a variety of academic areas, and school attendance.

Work habits

The first set of information related to work habits of scholars. As seen in Figure 109, at all three reporting periods scholars received ratings between “observed with reminders” and “consistently observed” for a variety of work habit items, such as following directions, showing responsibility, and managing time wisely. There were no significant differences in any of these items over the course of the school year.

109. Scholar report card: ratings on work habit items

Skill	Fall		Winter		Spring		T-test
	N	Mean	N	Mean	N	Mean	
Works carefully and thoroughly	26	2.5	28	2.5	29	2.6	0.0
Follows directions	26	2.7	27	2.8	29	2.7	-0.4
Works independently	26	2.7	28	2.6	29	2.7	0.0
Manages time wisely	25	2.5	27	2.7	29	2.5	-0.8
Shows responsibility	26	2.7	27	2.7	27	2.7	0.6
Returns completed homework	25	2.6	28	2.6	29	2.6	-1.4
Puts forth best effort	26	2.7	29	2.6	28	2.8	-1.4

Note. Scale = 1 = seldom observed; 2 = observed with reminders; 3 = consistently observed; t-tests compare fall and spring ratings

Academic performance

Numerous items were included in the scholar report cards. Figure 110 summarizes scholars' ratings related to English language arts academic skills. Of the 19 items, 15 had average ratings in the fall between 2.0 and 2.3 (which falls just above a rating of “shows understanding with some level of teacher help”). Four items had slightly higher ratings, including the three items related to listening and speaking. In general, scholars tended to show the lowest ratings in the areas of analyzing what is read, writing for a variety of purposes, organizing writing appropriately, using details, and using correct grammar, capitalization, and punctuation. Items with the highest ratings included writing legibly, listening for meaning in discussions and conversations, following directions that involve a series of actions, and speaking easily conveying ideas in discussions and conversations.

Over the course of the academic year, scholars generally showed consistent improvement in their ratings in all English language arts areas. In the spring of 2002, scores ranged from 2.4 to 3.0 (which corresponds to a rating of “achieves grade level expectation with some level of teacher help”). While scholars’ spring scores were not the highest possible (i.e., there was still room for improvement), scholars did show meaningful (i.e., statistically significant) improvement in all domains between fall and spring.

It is difficult to know whether these increases simply indicate expected improvement as a result of basic academic instruction, or whether there were additional gains that may be due to involvement in the Cargill Scholars program. Comparison data are being obtained from the Minneapolis Public Schools and will be examined when available to shed more light on this issue.

110. Scholar report card: ratings on English language arts academic skills

Skill	Fall		Winter		Spring		T-test
	N	Mean	N	Mean	N	Mean	
Reading							
Uses reading strategies	26	2.3	28	2.5	29	2.7	-3.5**
Understands what is read	26	2.3	28	2.5	29	2.8	-4.5***
Uses decoding skills	26	2.3	28	2.4	29	2.7	-4.5***
Learns and understands new words	26	2.3	28	2.5	29	2.7	-4.5***
Analyzes what is read	26	2.1	28	2.3	29	2.6	-4.4***
Reads fluently with expression	26	2.2	28	2.4	29	2.7	-4.2***
Reads assigned number of books	22	2.3	26	2.4	28	2.6	-3.4**
Reads independently	25	2.3	28	2.6	29	2.8	-4.6***
Writing							
Applies writing process	26	2.3	28	2.3	29	2.6	-2.8**
Shows original thinking	26	2.3	28	2.4	29	2.7	-3.3**
Writes for a variety of purposes	25	2.2	28	2.3	29	2.5	-3.1**
Organizes writing appropriately	25	2.0	28	2.2	29	2.4	-3.4**
Uses details	25	2.2	27	2.3	29	2.4	-2.2*
Uses correct grammar, capitalization, and punctuation	26	2.1	29	2.2	29	2.4	-2.2*
Spells assigned words correctly	23	2.2	26	2.4	26	2.6	-2.8**
Writes legibly	25	2.5	28	2.6	29	2.9	-3.7***

**110. Scholar report card: ratings on English language arts academic skills
(continued)**

Skill	Fall		Winter		Spring		T-test
	N	Mean	N	Mean	N	Mean	
Listening and speaking							
Listens for meaning in discussions and conversations	26	2.5	28	2.7	29	2.9	-4.1***
Follows directions that involve a series of actions	25	2.6	28	2.7	29	3.0	-4.4***
Speaks easily conveying ideas in discussions and conversations	25	2.5	28	2.6	29	2.8	-2.7*

Note. Scale = 1 = Shows understanding with continuous teacher modeling, guidance, and support; 2 = shows understanding with some level of teacher help; 3 = achieves grade level expectation with some level of teacher help; 4 = shows outstanding and consistent mastery of skills and concepts; t-tests compare fall and spring ratings; ** $p < .05$, * $p < .01$, *** $p < .001$

Figure 111 summarizes the academic performance results related to mathematics. It should be noted that not all items were rated at all three data collection periods. Some items are phased in either in the winter or spring. In the spring of 2002, average ratings for all mathematics items ranged from 2.3 to 3.0 (compared to 2.0 to 2.4 the previous fall). The items with the highest ratings included adding/subtracting multi-digit numbers to solve problems, using a calculator appropriately, knowing the concept of place value, and knowing multiplication/division facts. The items with the lowest ratings included using rate tables to solve problems, understanding area concepts, and using statistics to solve problems.

Paired t-tests were conducted for all items that were rated both in the fall and in the spring. For each of these items, there was statistically significant improvement across the course of the school year.

111. Scholar report card: ratings on mathematics academic skills

Skill	Fall		Winter		Spring		T-test
	N	Mean	N	Mean	N	Mean	
Approach to mathematical thinking							
Uses strategies flexibly in solving math problems	25	2.1	27	2.3	28	2.7	-5.3***
Provides oral and written explanation	25	2.0	27	2.3	27	2.6	-3.5**
Patterns and relationships							
Uses rate tables to solve problems	-	-	-	-	23	2.3	-
Number sense							
Knows the concept of place value	26	2.3	27	2.6	28	2.8	-4.1***
Adds/subtracts multi-digit numbers to solve problems	26	2.4	27	2.7	28	3.0	-3.9***
Knows multiplication/division facts	24	2.1	26	2.5	28	2.8	-5.3***
Multiples/divides numbers to solve problems	23	2.0	26	2.3	28	2.7	-5.1***
Begins to understand fractions, decimals, and percents	-	-	24	2.2	26	2.5	-
Uses calculator appropriately	21	2.4	23	2.6	27	2.9	-4.1***
Shape, space and measurement							
Recognizes, describes and draws 2-D shapes and their lines of symmetry	22	2.3	22	2.5	26	2.7	-4.2***
Estimates and measures	23	2.3	25	2.4	26	2.7	-4.5***
Uses grid/map coordinates	-	-	21	2.3	27	2.6	-
Understands area concepts	-	-	-	-	24	2.4	-
Data investigations and probability							
Uses statistics to solve problems	21	2.2	19	2.2	24	2.4	-3.0**
Predicts outcome of an experiment	-	-	18	2.4	24	2.6	-

Note. Scale = 1 = Shows understanding with continuous teacher modeling, guidance, and support; 2 = shows understanding with some level of teacher help; 3 = achieves grade level expectation with some level of teacher help; 4 = shows outstanding and consistent mastery of skills and concepts; t-tests compare fall and spring ratings; ** $p < .05$, *** $p < .01$, **** $p < .001$

Several other items were assessed related to science, social studies, and health. Results for these items are found in Figure 112. There were statistically significant improvements between fall 2001 and spring 2002 for three of four science items (creates/uses fair tests, compares [measurement], and organizes data) and for one of three social studies items (physical and cultural characteristics). There were no statistically significant changes for either of the two health items.

112. Scholar report card: ratings on other academic skills

Skill	Fall		Winter		Spring		T-test
	N	Mean	N	Mean	N	Mean	
Science							
Classifies	20	2.7	22	2.6	23	2.8	-1.8
Creates/uses fair tests	19	2.4	19	2.5	22	2.8	-2.6*
Compares (measurement)	20	2.4	20	2.6	24	2.7	-3.3**
Organizes data	21	2.4	22	2.5	25	2.7	-2.3*
Social studies							
Physical and cultural characteristics	20	2.3	24	2.4	25	2.7	-2.2*
Changes over time	-	-	-	-	24	2.7	-
Rights and responsibilities	21	2.5	21	2.4	25	2.7	-1.8
Health							
Knows appropriate health and safety	17	2.6	18	2.7	23	2.9	-1.0
Understands role of nutrition	13	2.5	17	2.6	22	2.7	0.6

Scholar school attendance

The final type of information obtained from report cards was the number of days during the 2001-02 school year that scholars attended. As seen in Figure 113, one scholar was reported to have attended only 98 days of school. For all other scholars, the number of days attended ranged from 158 to 171, with an average of 163.6 days. The number of days scholars were absent ranged from zero to 13, with an average of 4.6 days.

113. Scholar report card: school attendance

Number of days	Days attended 2001-02		Days absent 2001-02	
	N	%	N	%
0	0	0.0	1	4.0
1 – 10	0	0.0	22	88.0
11 – 20	0	0.0	2	8.0
21 – 30	0	0.0	0	0.0
31 – 40	0	0.0	0	0.0
41 – 50	0	0.0	0	0.0
51 – 60	0	0.0	0	0.0
61 – 70	0	0.0	0	0.0
71 – 80	0	0.0	0	0.0
81 – 90	0	0.0	0	0.0
91 – 100	1	4.0	0	0.0
101 – 110	0	0.0	0	0.0
111 – 120	0	0.0	0	0.0
121 – 130	0	0.0	0	0.0
131 – 140	0	0.0	0	0.0
141 – 150	0	0.0	0	0.0
151 – 160	2	8.0	0	0.0
161 – 170	21	84.0	0	0.0
171 – 180	1	4.0	0	0.0
MEAN		163.6		4.6

N=25

Testing results

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

Northwest Achievement Levels Test

The first set of test scores come from the Northwest Achievement Levels Test (NALT). The NALT is conducted one time per year by the Minneapolis Public Schools. NALT

scores were obtained from the CTK records maintained by Cargill program staff. The results of the NALT tests are reported in Figure 114. These data are presented to provide a summary description only. The types of scores that were provided – including overall score and percentile – cannot be used to examine change over time. In other words, apparent increases or decreases in scores between spring 2001 and spring 2002 do not necessarily correspond to actual changes in academic performance. To make comparisons across years, a different NALT score (the NCE scores) are required. Program staff and evaluation staff should discuss strategies for obtaining NCE scores for future reports.

114. Wide Range Achievement Test scores

Domain	N	Percentile rank		Score	
		Range	Mean	Range	Mean
Reading					
Spring 01	41	2-86	36.3	0-210	57.4
Spring 02	25	0-83	34.3	0-218	182.3
Math					
Spring 01	41	0-72	42.4	0-214	58.8
Spring 02	25	0-82	45.0	0-232	189.4

Peabody Picture Vocabulary Test

Second, the Peabody Picture Vocabulary Test (PPVT) was administered once in the fall of 2001. The PPVT is an individually administered, untimed, norm referenced test. It serves as an achievement test of receptive vocabulary for standard English and as a screening test of verbal ability. Results are presented in Figure 115. As of the beginning of their involvement with the Cargill Scholars program, most scholars demonstrated fairly low language skills. Only 14 percent met or exceeded the expected results for their age in terms of their expressive language, while 22 percent met or exceeded age expectations for receptive language.

115. Peabody Picture Vocabulary Test scores

Language domain	N	Percentile rank		Test age		
		Range	Mean	Range	Mean	Percentage meeting or exceeding chronological age
Expressive						
Fall 01	50	4-70	19.7	6-11	7.6	14%
Receptive						
Fall 01	50	1-79	20.2	4-12	7.4	22%

Wide Range Achievement Test

Third, Change of Mind administered the Wide Range Achievement Test, Revision 3 (WRAT III) in the fall of 2001 and the spring of 2002. The WRAT provides tests of reading, spelling, and arithmetic. However, during this first year of the program, only reading scores were collected due to the emphasis on this academic area as the focus of tutoring. As seen in Figure 116, scholars showed significant movement on their reading grade levels between fall and spring. In the fall of 2001, only 16 percent of scholars were reading at a level that met or exceeded grade level and their average grade level was 2.9. By the spring of 2002, 82 percent of scholars were meeting or exceeding grade level and the average grade level was 4.6.

116. Wide Range Achievement Test scores

Domain	N	Percentile rank		Grade		
		Range	Mean	Range	Mean	Percentage meeting or exceeding grade
Reading						
Fall 01	49	1-93	30.6	1-8	2.9	16%
Spring 02	45	5-95	50.9	2-8	4.6	82%

Section summary

Data indicate that students participating in Cargill Scholars struggle with academic performance. In the fall of 2001 (the only point in the first year when teacher SSRS data were collected), 62 percent of scholars were rated by teachers as falling below average in terms of their overall academic competence. No scholars were rated as above average in their academic competence. At that same time, only 24 percent of scholars were rated as falling into the top 30 percent of the class in terms of their overall academic performance.

In particular, scholars appear to have difficulty with certain core academic areas. The lowest ratings on the teacher SSRS were given for scholars' performance in reading and mathematics. Less than one-quarter of scholars were rated as falling into the top 30 percent in these areas both in terms of comparisons to their classmates and in terms of grade-level expectations. In interviews conducted in fall 2001 and spring 2002, teachers gave the lowest ratings to scholars (i.e., lower than "good") in the areas of writing, math, reading, and study skills.

Data from scholar report cards indicate that there was significant improvement in many academic areas between fall 2001 and spring 2002. These improvements were especially

prevalent in the areas of English language arts and mathematics. In addition, there were statistically significant improvements for three of four science items and for one of three social studies items. There were no statistically significant changes for either of the two health items.

While these data are promising, there are several caveats to consider. First, comparable report cards were available for only half of the scholars, limiting the generalizability of these results to the entire group of scholars served. Second, comparison data are not yet available. Without comparing these results to those of other students who did not participate in Cargill Scholars, it is difficult to know whether these improvements simply indicate expected improvement as a result of basic academic instruction, or whether there were additional gains that may be due to involvement in the Cargill Scholars program. Comparison data are being obtained from the Minneapolis Public Schools and will be examined when available to shed more light on this issue.

It should also be noted that, while scholars did show improvement between fall and spring, there is still room for additional improvement. The highest average rating for any academic area was a 3.0, which corresponds to a rating of “achieves grade level expectation with some level of teacher help.” The scale also includes a rating of 4.0, which indicates “outstanding and consistent mastery of skills and concepts.” While some scholars did obtain a rating of a 4.0 on some items, in general, most scholars did not exceed a rating of 3.0.

Additional information regarding improved academic performance over the course of the school year comes from parent, scholar, and teacher ratings. In summer 2002, 91 percent of scholars were rated by parents as “good” or better for maintaining satisfactory grades, an increase from 79 percent in winter 2001. While the improvement in the mean rating for this item was not statistically significant, it does suggest that parents noted some improvement in grades over the course of the year. Seventy-four percent of parents said that the Cargill Scholars program had helped their child improve school grades “a lot.” Eighty-five percent of scholars said that the program had helped them improve their grades.

A comparison of teacher interview ratings and report card results yielded mixed results. There was a statistically significant increase in the mean rating between fall 2001 and spring 2002 for scholars’ writing skills, which supports the improved ratings in this area on the report cards. However, there was a notable (though not statistically significant) decrease in the percentage of scholars rated by teachers as having “good” or better math skills, which contradicts the statistically significant improvement in math obtained from the report cards.

Standardized test scores for the Peabody Picture Vocabulary Test and the Northwest Achievement Levels Test yielded little to no useful data, due to an inability to examine changes over time. However, scholars scores on the Wide Range Achievement Test indicated significant movement on their reading grade levels between fall and spring. In the fall of 2001, only 16 percent of scholars were reading at a level that met or exceeded grade level and their average grade level was 2.9. By the spring of 2002, 82 percent of scholars were meeting or exceeding grade level and the average grade level was 4.6.

Additional data regarding academic competence is obtained from coaches' ratings. These data were collected twice during the first year of the program (once in February 2002 and once in May/June 2002). Five items were included related to academic competency: passing at grade, no mandatory summer school, desire to pursue higher education, 95 percent school attendance, and no school suspensions. There were large increases in the percentage of scholars rated as passing at grade (3% to 94%), not having mandatory summer school (3% to 48%) and desire to pursue higher education (29% to 48%). These results should be interpreted cautiously, however, due to concerns regarding accuracy of data collection.

Information about scholars' school behavior was also gathered from multiple sources. Teachers reported a number of improvements in scholars' behavior and work habits between fall and spring. In particular, they reported improvements in working independently (54% "good" or better in fall compared to 68% in spring), and staying on task and using time productively (61% "good" or better in fall compared to 72% in spring). There were also statistically significant improvements in teacher ratings for accepting responsibility for behavior, staying on task and using time productively, organizing work, and working independently. Scholars' report cards included ratings for a variety of work habit items, such as following directions, showing responsibility, and managing time wisely. There were no significant differences in any of these items over the course of the school year. However, at all three reporting periods scholars received ratings between "observed with reminders" and "consistently observed" for these behaviors.

Scholars and parents were also asked about school behavior and work habits. Scholars gave themselves the highest ratings in the following areas: how much they like learning new things, following school rules, and liking school. Approximately 95 percent of scholars reported getting in trouble sometimes or not at all. However, they rated themselves lower in the area of completing schoolwork without mistakes. Approximately one-quarter of scholars also said that they have difficulty paying attention in school.

Scholars tended to report that they had improved their school behavior and work habits over the course of the year. They were most likely to report improvement for difficulty

paying attention in class (32%), handing in schoolwork on time (13%), and getting along with other kids in the class (13%). Most scholars (89%) said that the program had helped them to enjoy learning new things. While scholars did report improvement in some areas, there were a number of school behaviors where the percentage of scholars who declined was larger than the percentage who improved. These behaviors included participating in the classroom, asking for help, following directions in class, following school rules, and getting in trouble in school.

Parents were especially likely to report that the program had helped their child to understand directions and to enjoy learning new things, with all parents saying that the program had helped at least “a little.” One of the items with the highest percentage of parents saying that the program had helped “a lot” was enjoyment of learning new things (85%). In contrast, the items with the lowest ratings were improved school attendance and completing schoolwork on time, with 10 to 11 percent of parents saying that the program had not helped with these issues.

Information was also collected from several sources regarding school attendance. Both teachers and parents consistently rated scholars’ school attendance as either “very good” or “outstanding.” These perceptions were confirmed by the scholars’ actual attendance records for the year. Most scholars demonstrated high levels of attendance, with an average of 163.6 days attended and 4.6 days absent.

In addition to data related to scholars’ academic success, school behavior, and school attendance, a variety of other information was collected regarding school involvement and success. One issue related to the level of effort scholars put into their schoolwork. Parents and teachers generally perceived scholars to be putting effort into their work. In both the winter of 2001 and the summer of 2002, all scholars were rated by parents as putting at least “a little” effort into their schoolwork. In the summer of 2002, 85 percent of parents rated scholars as putting “a lot” of effort into their schoolwork, compared to 74 percent in the winter of 2001. Similarly, 96 percent of scholars were rated by teachers as putting at least “a little” effort into their schoolwork in spring 2002, compared to 100 percent in fall 2001.

Parents and teachers were also asked to rate scholars’ level of school adjustment. In the summer of 2002, 87 percent of scholars were rated by parents as having either “somewhat positive” or “very positive” school adjustment. While this is considerably lower than the 98 percent of scholars who received this rating in the winter of 2001, it is consistent with the ratings of teachers. In spring 2002, 86 percent of teachers said that scholars had either a “somewhat positive” or “very positive” level of school adjustment, similar to the 84 percent who gave this rating in fall 2001.

Another outcome area addressed was scholars' use of resources to help them with homework. In summer 2002, almost all scholars (96%) said that they ask their parents for help at least sometimes. While this is a positive result, it should be noted that there was a slight decrease in the mean rating for this item. An examination of the response patterns from winter 2001 and summer 2002 indicated that 32 percent of the scholars gave a more negative rating to this item in summer than they had the previous winter. In particular, the percentage of scholars who said "yes" decreased from 76 percent to 51 percent while the percentage who said "sometimes" increased from 16 percent to 44 percent. Scholars identified a number of resources that they use to help them with homework. Parents were mentioned most often. Other common sources of support included teachers, other family members, and services such as after-school programs/learning centers and homework helplines.

Other questions included in the surveys with scholars and parents assessed plans for post-secondary education and future careers. In the summer of 2002, all parents reported that it is at least "somewhat likely" that their child will attend some form of postsecondary education (compared to 96% in the winter of 2001). Seventy-six percent of parents during both data collection periods said their child would definitely attend college. These results are similar to the perceptions of scholars. In summer 2002, 96 percent of scholars said that they thought that they would attend college, with the remaining clients saying maybe. These results are comparable to those reported in winter 2001, when 94 percent said they would attend.

While both parents and scholars are optimistic that scholars will attend college or other post-secondary education, there may be barriers yet to be resolved or assistance that needs to be provided to ensure this outcome. In particular, financial difficulties and academic struggles are seen as potential barriers. Parent perceptions of support or assistance that may help their child to attend post-secondary education included financial assistance or support, ongoing support from others, tutoring and academic support, opportunities for scholars to build their confidence, and information about educational options. Several parents specifically mentioned the potential role of Cargill Scholars in promoting post-secondary education.

Sixty-four percent of parents said that their child had talked about possible future careers since they became involved with Cargill Scholars. Both parents and scholars were asked about potential future careers. They mentioned similar types of career options, including medicine, performing arts, professional sports, teaching, and computers. Several parents specifically mentioned that Science Camp had increased their child's interest in science and in potentially pursuing a career in science. Most parents (91%) said that the program had helped their child either "a little" or "a lot" with learning about possible career interests.

Another area of interest to the program is scholars' use of libraries. In summer 2002, 74 percent of parents said that their child had a library card (compared to 71% in winter 2001). Approximately half of scholars go to the library at least twice a month (47% in winter 2001 and 53% in summer 2002).

Scholars were asked two additional open-ended questions regarding what they liked most and least about school. There are no specific measures related to these questions; instead they are asked to provide descriptive information only. When asked what they liked most about school, scholars most often identified math, reading, physical education, and science as the things that they liked most about school. A number of scholars also said that they generally enjoy learning new things. Many scholars said that there was not anything that they disliked about school. Other scholars identified a number of things that they did not like, including a variety of specific subjects and complaints about other students' behavior.

Scholar pursuit of individual and group interests

The fifth outcome goal for the Cargill Scholars program is that scholars will pursue individual and group interests. Among the areas of interest within this goal are development of new talents and skills and involvement in activities outside of school.

Cargill Scholars Parent Survey

Several measures of scholars' pursuit of individual and group interests were obtained from the parent survey. These measures addressed development of musical skills and development of new skills, interests, or hobbies.

Development of musical skills

The first measure of scholar pursuit of interests is the development of musical skills. As seen in Figure 117, 98 percent of parents reported that the program helped their scholars develop musical skills at least "a little." Two-thirds of respondents said the program helped "a lot."

117. Parent survey: scholars' development of musical skills

Do you feel that Cargill Scholars has helped your child	N	Yes a lot	Yes a little	No	Mean	SD
Develop musical skills						
Summer 2002	43	67%	30%	2%	2.7	0.5

When asked how many days a week the scholar practices his/her musical instrument, all parents said that their scholar practiced sometimes. Most often parents said that scholar practice one or two times a week; 13 percent of parents said their child practiced every day (see Figure 118).

118. Parent survey: number of hours scholars' spend practicing their instruments

On average, how many days a week does SCHOLAR practice his/her musical instrument	N	Percentage
6 = every day	5	13%
5 = five or six days a week	7	18%
4 = three or four days a week	8	21%
3 = one or two days a week	17	44%
2 = less than once a week	2	5%
1 = never	0	0%
MEAN		3.9

Development of new skills, interests, or hobbies

The second measure of scholar pursuit of interests is the percentage of scholars who have developed new skills, interests, or hobbies. Eighty percent of parents said that their child had developed new skills, interests, or hobbies (see Figure 119). When asked to identify these skills, interests, or hobbies, parents frequently mentioned creative arts, especially music. Another common response was that scholars had increased their interest in academic areas, especially science. Sports activities, such as karate and gymnastics, were also listed fairly frequently (see Figure 120).

119. Parent survey: scholars' development of new skills, interests, or hobbies

Since [Scholar] became involved with Cargill Scholars, has he or she developed any new skills, interests, or hobbies	N	Percentage saying yes
Summer 2002	45	80%

120. Parent survey: open ended responses – What are these skills, interests, or hobbies? (summer 2002)

What are these skills, interests, or hobbies?

Music (in general or specific instruments) (21 respondents)

No response (10 respondents)

Reading books for fun (5 respondents)

Dance (ballet, tap, hip-hop) (4 respondents)

Karate (4 respondents)

Science (in general) (5 respondents)

Gymnastics (4 respondents)

Academic skills (i.e., math, reading, writing) (3 respondents)

Building/making things (3 respondents)

Interest in bugs/insects (2 respondents)

Increased self-confidence (2 respondents)

Interested in trying new things (2 respondents)

How to meet new friends/be more outgoing (2 respondents)

Girls

Increased creativity

Increased open-mindedness

Ice skating

Swimming

Likes his Big Brother

Drawing

More interest in surfing the net

Soccer

Fieldtrips

Interest in flying/piloting

Cooking

Figuring out how things work

Cargill Scholars Scholar Survey

Three specific measures of scholars' pursuit of individual and group interests were obtained from the scholar survey. These measures address involvement in activities outside of school, interest in trying new activities and actual involvement in new activities, and development of musical skills.

Involvement in activities outside of school

The first measure is the percentage of scholars who are involved in activities outside of school. As seen in Figure 121, 75 percent of scholars reported that they were involved in activities outside of school during the summer 2002 survey administration (compared to 72% in winter 2001). Scholars who reported that they were involved in activities outside of school were asked what these activities were. Their responses are listed in Figure 122. Sports were listed frequently as activities, especially football, basketball, and soccer. Other common activities included music lessons, church programs, and recreational programs/clubs, such as Scouts, Boys and Girls Clubs, and the YMCA. Responses from the winter 2001 survey administration are located in the appendix.

121. Scholar survey: scholars' involvement in activities outside of school

Item	N	Percentage saying yes
Are you involved in activities outside of school (example: sports, scouting, church, or clubs)?		
Winter 2001	50	72%
Summer 2002	47	75%

122. Scholar survey: open-ended comments – What activities are you involved in? (summer 2002)

What activities are you involved in (i.e., sports, scouting, church, clubs)?

Basketball (10 respondents)

Soccer (10 respondents)

Football (8 respondents)

Music lessons (7 respondents)

Church activities (6 respondents)

Swimming (5 respondents)

Baseball (4 respondents)

Other educational/recreational programs (unspecified) (3 respondents)

Boy Scouts/Girl Scouts (3 respondents)

Tennis (3 respondents)

Karate (2 respondents)

Spend time with friends/relatives (2 respondents)

Take care of younger siblings/cousins (2 respondents)

Gymnastics (2 respondents)

Skating (roller/ice)/hockey (2 respondents)

Art/drawing (2 respondents)

Snowball fights

Lego Club

Boys and Girls Club

Dance class

Going to Mankato to watch Vikings

Play games

Gardening

Cargill Scholars

YMCA

Picnics

Fishing

Volleyball

Tradition club

Kickball, ice-skating/hockey

School activities (homework club/chess club/European club).

Sports (unspecified)

Scholars were also asked to identify their three favorite things to do when they are not in school. The information from this question is not used for any specific measure but are

asked for descriptive information only. Results to this item are listed in Figure 123. Common responses included watching television and movies, playing with friends, sports, playing outside, spending time with family, and reading. A wide variety of other activities were also listed. Responses from the first survey administration are located in the appendix.

123. Scholar survey: open-ended comments - What are your three favorite things to do when you are not in school? (summer 2002)

What are your three favorite things to do when you are not in school?

Play with friends (18 respondents)

Read (12 respondents)

Watch television (11 respondents)

Play outside (9 respondents)

Play video games (7 respondents)

Do homework or other educational activity (7 respondents)

Visit/spend time with parents/other relatives (7 respondents)

Play with siblings (6 respondents)

Watch movies (6 respondents)

Play basketball (6 respondents)

Bike riding (6 respondents)

Play (unspecified) (5 respondents)

Play games/play with toys (7 respondents)

Go to the park/playground (5 respondents)

Draw (4 respondents)

Go swimming (3 respondents)

Sit around the house/stay in room (3 respondents)

Using computer (3 respondents)

Play with cat/puppy (3 respondents)

Go places (unspecified)/go out of town (2 respondents)

Sleep (2 respondents)

Play sports (unspecified) (2 respondents)

Fishing (2 respondents)

Skateboard/scooter (2 respondents)

Go to camp

Shopping

Play football

Going to Valleyfair

Questionnaires

Go to library

Writing

Skating

Play trumpet

Interest in and actual involvement in new activities

The second measure of this goal is the percentage of scholars who are interested in trying specific new activities. As seen in Figure 124, in winter 2002, 57 percent of scholars said that they were interested in trying new activities. This represents a decrease from the 70 percent who expressed interest in summer 2001.

Scholars who reported that they were interested in trying new activities were asked what activities they would like to try. Results for this question are listed in Figure 125. Sports were most frequently mentioned, including basketball, swimming, football, soccer, and tennis. A wide variety of other activities were also mentioned, especially dance lessons. Responses from the first survey administration are located in the appendix.

124. Scholar survey: scholars' interest in trying new activities

Item	N	Percentage saying yes
Are there any new activities that you would like to try?		
Winter 2001	50	70%
Summer 2002	46	57%

125. Scholar survey: open-ended comments - What new activities would you like to try? (summer 2002)

What new activities would you like to try?

Basketball (6 respondents)

Swimming (5 respondents)

Football (5 respondents)

Dancing (hip hop, rap, ballet) (5 respondents)

Soccer (4 respondents)

Tennis (4 respondents)

Gymnastics (2 respondents)

Karate (2 respondents)

Skiing/snowboarding (2 respondents)

Baseball (2 respondents)

Volleyball

Boxing

Camping

125. Scholar survey: open-ended comments - What new activities would you like to try? (summer 2002) (continued)

What new activities would you like to try?

Cheerleading

Drums

Bowling

Street hockey

Games of math and reading

Fishing

Traveling to different states (all 50 of them)

Bikes

Drawing

Babysitting

Working with clay (ceramics)

Eighty-three percent of the scholars said that they had started new activities since they became a Cargill Scholar (see Figure 126). When asked to identify these activities, they most often listed music lessons (see Figure 127). Other activities mentioned frequently included Science Camp, karate, and field trips.

126. Scholar survey: involvement in new activities since becoming a Cargill Scholar

Have you started any new activities since you became a Cargill Scholar?	N	Percentage saying yes
Summer 2002	46	83%

127. Scholar survey: open ended responses – what are these activities? (summer 2002)

What are these activities?

Music lessons (clarinet, piano, drums, flute, violin, etc.) (22 respondents)

Science Camp (8 respondents)

Karate (4 respondents)

Field trips/Wisconsin Dells (4 respondents)

Science Museum (4 respondents)

Wilder Forest (2 respondents)

Art/art classes (2 respondents)

Dance classes (2 respondents)

Swimming lessons (2 respondents)

Go to day camp (2 respondents)

Basketball

Finding fossils

Science Museum

Singing

Gymnastics

I don't remember

Learned how to write a book report

Activities with Big Brother/Big Sister

Math

Soccer

Tennis

Reading

Making new friends

Ratings of coaches

Additional data regarding scholar development of interests are obtained from coaches' ratings of scholar behavior. These data were collected twice during the first year of the program (once in February 2002 and once in May/June 2002) and entered into the Cargill Scholars program record system developed and maintained by Community TechKnowledge. Two items were included related to attendance at group activities and participation in extra curricular activities. As seen in Figure 128, at both time periods,

coaches rated 94 percent of scholars as attending group activities, while the percentage rated as participating in extra-curricular activities increased from 51 to 84 percent.

128. Ratings of coaches: ratings of scholar development of group and individual interests

Scholar behavior item	Percentage demonstrating behavior	
	February 2002 (n=35)	May/June 2002 (n=50)
Attendance at group activities	94%	94%
Participation in extra curricular activities	51%	84%

Section summary

One goal of the Cargill Scholars program is to promote the development of musical skills. Most parents (98%) reported that the program helped their scholars develop musical skills at least “a little.” Two-thirds of respondents said the program helped “a lot.” When asked about new skills, interests, or hobbies that scholars had developed, parents were especially likely to mention music. Most often parents said that scholar practiced one or two times a week.

The program also promotes the development of other skills, interests, or hobbies. Eighty percent of parents said that the program had helped their child develop new skills, interests, or hobbies. In addition to music, parents were likely to report that scholars had increased their interest in academic areas, especially science, and in sports activities, such as karate and gymnastics.

Three-quarters of scholars reported that they were involved in activities outside of school during the summer 2002 survey administration. These activities typically included sports, music lessons, church programs, and recreational programs/clubs, such as Scouts, Boys and Girls Clubs, and the YMCA. These results are slightly lower than those reported by coaches, who indicated that 84 percent of scholars were involved in extra-curricular activities in the spring of 2002.

Eighty-three percent of the scholars said that they had started new activities since they became a Cargill Scholar. When asked to identify these activities, they most often listed music lessons. Other activities mentioned frequently included Science Camp, karate, and field trips. In winter 2002, 57 percent of scholars said that they were interested in trying new activities (compared to 70% who expressed interest in summer 2001). While a wide

variety of activities were mentioned, scholars were especially interested in trying sports, including basketball, swimming, football, soccer, and tennis.

Scholars were also asked to identify their three favorite things to do when they are not in school. The information from this question is not used for any specific measure but are asked for descriptive information only. Common responses included watching television and movies, playing with friends, sports, playing outside, spending time with family and reading. A wide variety of other activities were also listed.

Process evaluation

The process evaluation is designed to explore six issues. These issues include: (1) a description of the characteristics of the individuals served by the Cargill Scholars program; (2) the dosage of services received by scholars and their families; (3) costs of services; (4) factors that contributed to scholars' removal from the program, if applicable; (5) scholars' and parents' perceptions of the program's accessibility; and (6) scholars' and parents' perceptions of the program's cultural competence. As appropriate, the relationship between these issues and outcomes and satisfaction will be examined.

Characteristics of individuals served

The first process issue addresses the characteristics of the individuals served and the relationship between these characteristics and variation in outcomes or satisfaction. The characteristics of individuals served has been presented earlier in this report. With the third and fourth sets of data that are collected (winter 2002 and summer 2003), further analyses will be possible. In particular, core outcome areas will be selected in consultation with the Cargill Scholars staff. Scholar performance in these areas will be explored to determine whether variation in their success varies by variables such as their gender, ethnicity, or level of risk characteristics exhibited.

Service dosage

The second process issue addresses the amount and type of services received and the relationship between service dosage and variation in outcomes or satisfaction. The amount and type of services received has been presented earlier in this report. With the third and fourth sets of data that are collected (winter 2002 and summer 2003), further analyses will be possible. In particular, core outcome areas will be selected in consultation with the Cargill Scholars staff. Scholar performance in these areas will be explored to determine whether variation in their success varies based on service dosage.

Service cost

The third process issue addresses the costs of these services and the relationship between service cost and variation in outcomes or satisfaction. This issue was not addressed in the current report due to concerns in how services were tracked during the first year. Once data tracking procedures have been clarified and the accuracy of the data verified, this process issue will be explored.

Scholar removal from program

A fourth process issue was to explore and document the reasons why scholars were removed from the program. During the first year of the program, two scholars were removed from the Cargill Scholars program. According to program staff, the reasons for termination included a failure to attend required program activities, consistent inappropriate school behavior, and poor communication between parent and staff. Both scholars were terminated from the program after failing to make improvements during a probationary period.

Program accessibility

The fifth process issue is an examination of parents' ratings of the accessibility of program services. Accessibility has been found to be an important predictor both of a program's benefits for participants and of satisfaction with services.

Cargill Scholars Parent Survey

Three measures of program accessibility were included in the parent survey: satisfaction with program accessibility, ratings of the frequency of services, and alignment of services with specific needs/interests of scholars.

Ratings of program accessibility

The first accessibility component explored was parents' satisfaction with several basic elements of program accessibility. For all items except for parental input in selecting activities, all parents rated each feature as at least "OK" (see Figure 129). Average ratings for all items were higher than "good" and ratings for four items fell above "very good." Parents were most satisfied with the responsiveness of staff to telephone calls, the amount of information received from program staff, and the convenience of the times services were provided. For each of these items, at least 80 percent of parents gave ratings of "very good" or "outstanding." Almost all parents (96-98%) rated these items as at least "good."

While all average ratings exceeded "good," several items had ratings that were low relative to the others. The lowest rated items concerned parental input in selecting activities and the convenience of service locations.

129. Parent survey: satisfaction with program accessibility

How would you rate...	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean	SD
The ease of arranging meetings with the coaches									
Summer 2002	45	0%	0%	4%	33%	22%	40%	5.0	1.0
Your level of input in selecting activities for your child to participate in									
Summer 2002	46	0%	4%	13%	33%	17%	33%	4.6	1.2
The responsiveness of program staff to your telephone calls									
Summer 2002	44	0%	0%	2%	7%	45%	45%	5.3	0.7
The convenience of the times services were provided									
Summer 2002	46	0%	0%	4%	15%	44%	37%	5.1	0.8
The convenience of the service locations									
Summer 2002	45	0%	0%	7%	31%	33%	29%	4.8	0.9
The amount of information you received from program staff									
Summer 2002	46	0%	0%	2%	17%	41%	39%	5.2	0.8

Ratings of service frequency

The second accessibility issue explored was the extent to which parents were satisfied with the amount of services received. Availability of the right amounts of the right kinds of service is frequently defined as a core element of accessibility. When asked to rate the overall amount of service received from the Cargill Scholars program, all parents said that it was at least “OK.” Almost three-quarters of the parents (74%) rated the level of service as either “very good” or “outstanding.” The average rating for all parents fell just above “very good.” These results are reported in Figure 130.

130. Parent survey: overall satisfaction with the amount of service received

How would you rate...	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean	SD
The amount of service received									
Summer 02	46	0%	0%	7%	20%	35%	39%	5.1	0.9

Parents were also asked to rate the amount of specific services that they would want to receive. As seen in Figure 131, 41 to 81 percent of parents said that they would want the same amount of service that they currently receive. Parents appeared to be most satisfied with the amount of family meetings, with 81 percent wanting the same amount of service. None of the parents wanted less service in this area. For two other activities – tutoring and music lessons – more than half of the parents wanted more service and no parents wanted less service. For all remaining activities, 95 percent or more of parents wanted the same amount or less service than they were currently receiving. Parents most often reported that they wanted fewer trips to Wilder Forest (53%), less time spent with mentors (49%), fewer individual and group activities/classes/lessons (49% for individual activities, 47% for group activities); and science camp (46%).

131. Parent survey: desired frequency of program activities

How much of the following services do you want to receive	N	More service	The same amount of service	Less service
Tutoring services				
Summer 02	46	59%	41%	0%
Music lessons				
Summer 02	41	51%	49%	0%
Family meetings with coaches				
Summer 02	43	19%	81%	0%
End of year trip				
Summer 02	43	2%	63%	35%
Trips to Wilder Forest				
Summer 02	42	2%	45%	53%
Trips to the science museum				
Summer 02	45	2%	56%	42%
Science camp				
Summer 02	44	2%	52%	46%
Group activities, classes, or lessons				
Summer 02	45	0%	53%	47%
Individual activities, classes, or lessons				
Summer 02	45	0%	51%	49%
Events for parents				
Summer 02	46	0%	67%	33%
Time spent with Big Brothers/Big Sisters mentor				
Summer 02	33	3%	49%	49%

Alignment of services with specific needs/interests of scholars

The third accessibility issue is whether scholars received the right kinds of services to meet his/her specific needs and interests. As seen in Figure 132, 89 percent of parents thought that the program had provided the right kinds of services. Those parents who said no to this item were asked what kinds of services they thought were needed.

Responses to this item are listed in Figure 133. Parents mentioned wanting more services in general as well as more tutoring. A variety of other comments were also provided.

132. Parent survey: alignment of services with scholars needs and interests

Overall, did you feel that [SCHOLAR] received the right kinds of services to meet his/her specific needs and interests	N	Percentage saying yes
Summer 2002	45	89%

133. Parent survey: open ended responses – what kind of services did you feel he/she needed? (summer 2002)

What kind of services did you feel he/she needed?

No response (38 responses)

Can't explain

Don't know

For the program to help my child, I think it should spend more time than what it does now. She needs more help away from home because we can't help her at home.

Child has large family and I feel some other scholar may be more deserving of a Big Brother/Big Sister.

Speech classes

Tutoring in math

The tutoring was what he needed most. I don't speak English so I can not help him with his homework. Tutoring is always there to help him.

Tutoring and access to music lessons

Cultural competence

The sixth process issue explores whether parents perceive the program as culturally competent. The only measures of this issue come from the Parent Survey.

Cargill Scholars Parent Survey

Four items related to the cultural competence of the program were included in the parent survey. As seen in Figure 134, two items – the coaches' ability to relate to their child's cultural background and the staffs' knowledge of the needs of specific cultural communities – had average ratings between "very good" and "outstanding." All parents at least rated these items as at least "OK" and one-third rated them as "outstanding." The ratings for the other two items staff knowledge of community relevant resources and staff

awareness of cultural values – were a little bit lower, with averages falling just below “very good.”

134. Parent survey: satisfaction with cultural competence

How would you rate...	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean	SD
The coaches’ ability to relate to your child’s cultural background									
Summer 02	45	0%	0%	4%	11%	49%	34%	5.2	0.8
The staffs knowledge of the needs of specific cultural communities									
Summer 02	43	0%	0%	9%	16%	42%	33%	5.0	0.9
Staff knowledge of culturally relevant community resources									
Summer 02	43	0%	2%	12%	23%	42%	21%	4.7	1.0
Staff awareness of your cultural values									
Summer 02	44	0%	0%	14%	14%	41%	32%	4.9	1.0

Stakeholder satisfaction

The final component of the evaluation explores satisfaction of key stakeholders with the Cargill Scholars program. Satisfaction of scholars and parents was assessed beginning with the second survey administration, to allow them adequate exposure to program activities prior to the assessment. Satisfaction of teachers was also assessed.

Parent satisfaction

Cargill Scholars Parent Survey

Several elements of parent satisfaction are assessed. Satisfaction with program accessibility and cultural competence are assessed, but discussed as process evaluation issues. Three additional satisfaction measures are included in this section: ratings of activity quality, ratings of program coaches and other program staff, and overall satisfaction with the program.

Ratings of program activities

The first satisfaction measure is the percentage of parents who rate the quality of each program activity as “good” or better. One hundred percent of parents rated the following activities as “good” or better: end-of-year trip, the trip to Wilder Forest, trips to the Science Museum, science camp, and individual activities, classes or lessons. For all other items, the percentage of parents giving ratings of at least “good” ranged from 88 to 98 percent (see Figure 135).

The average rating for all items fell between “very good” and “outstanding.” The end-of-year trip had the highest rating. The item with the lowest rating was events for parents, though this rating still fell above “very good.” The items with the lowest number of parents rating their satisfaction as “good” or better were music lessons and time spent with mentors. Related to time spent with mentors, 12 percent of parents rated their satisfaction as either “terrible,” “poor,” or “OK.” These results suggest some discrepant views of this service, since this activity also had the highest percentage of parents providing a rating of “outstanding.”

135. Parent survey: satisfaction with the quality of program activities

How would you rate the quality of the	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean	SD
Tutoring services									
Summer 02	42	0%	0%	5%	12%	29%	54%	5.3	0.9
Music lessons									
Summer 02	38	0%	0%	11%	13%	26%	50%	5.2	1.0
Family meetings with coaches									
Summer 02	44	0%	0%	2%	18%	41%	39%	5.2	0.8
End of year trip									
Summer 02	40	0%	0%	0%	0%	30%	70%	5.7	0.5
Trips to Wilder Forest									
Summer 02	38	0%	0%	0%	13%	40%	47%	5.3	0.7
Trips to the science museum									
Summer 02	41	0%	0%	0%	5%	39%	56%	5.5	0.6
Science camp									
Summer 02	41	0%	0%	0%	5%	49%	46%	5.4	0.6
Group activities, classes, or lessons									
Summer 02	45	0%	0%	2%	18%	40%	40%	5.2	0.8
Individual activities, classes, or lessons									
Summer 02	44	0%	0%	0%	25%	27%	48%	5.2	0.8
Events for parents									
Summer 02	39	0%	0%	3%	18%	46%	33%	5.1	0.8
Time spent with Big Brothers/Big Sisters mentor									
Summer 02	23	4%	4%	4%	4%	9%	74%	5.3	1.4

Two open-ended items were included in the survey related to the activities. Parents were asked to identify their child's favorite and least favorite Cargill Scholars activity. The most commonly mentioned favorite activity was the end-of-year trip to the University of Wisconsin and Wisconsin Dells. Other activities listed frequently included Science

Camp, the trip to Wilder Forest, music activities, and trips to the Science Museum. In addition, a wide range of other activities was mentioned (see Figure 136).

136. Parent survey: open-ended responses – What was your child’s favorite Cargill Scholars activity? (summer 2002)

What was your child’s favorite Cargill Scholars activity?

Wisconsin Dells/end of year trip (18 respondents)
Science camp (8 respondents)
Wilder Forest (5 respondents)
Science Museum (5 respondents)
Music lessons (4 respondents)
Field trips (unspecified) (3 respondents)
Everything/many things (3 respondents)
Tutoring/academic assistance (3 respondents)
Don’t know (3 respondents)
Swimming (2 respondents)
Big Brothers/Big Sisters (2 respondents)
Drawing (2 respondents)
Learning about reading and math in class
To share things and ideas with peers
Painting
Camping
Soccer
Sports
Gymnastics
Dance classes

Parents were also asked to identify their child’s least favorite activity. Most parents either said that their child had liked all of the activities or that they did not know what their child’s least favorite activity would be (see Figure 137). The activity that was mentioned most frequently was Science Camp. Other activities mentioned by more than one respondent were Wilder Forest and music lessons.

137. Parent survey: open-ended responses – What was your child’s least favorite Cargill Scholars activity? (summer 2002)

What was your child’s least favorite Cargill Scholars activity?

Nothing/none (22 respondents)

Don’t know (7 respondents)

Science camp (7 respondents)

Wilder Forest (3 respondents)

Music lessons (2 respondents).

Maybe one of the dinners.

Karate

Tasting maple syrup out of the tree

To study math

The ones he couldn’t go to

Ballet class

Ratings of program coaches and other program staff

The second measure of parent satisfaction with the program is the percentage of parents who rate the quality of the program coaches and other program staff as “good” or better. Results for these items are found in Figure 138. Average ratings for each of eight items all fell above “very good.” The highest rated items addressed the friendliness and hospitality of the program staff, the knowledge and skills of the coaches, and the ability of coaches to communicate in a clear and understandable fashion. For each of these items, more than 95 percent of parents gave ratings of “good” or better.

The lowest rated item assessed the satisfaction of parents with the usefulness of staff suggestions and recommendations. While this item still received a very high average rating, 11 percent of parents gave ratings of only “OK.”

138. Parent survey: ratings of the program coaches and other staff

How would you rate...	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean	SD
The knowledge and skills of the Cargill scholars coaches									
Summer 02	46	0%	0%	2%	13%	41%	44%	5.3	0.8
The coaches ability to listen and understand your child's problems									
Summer 02	46	0%	0%	9%	13%	30%	48%	5.2	1.0
The coaches ability to communicate in a clear and understandable fashion									
Summer 02	46	0%	0%	4%	11%	33%	52%	5.3	0.8
The usefulness of suggestions and recommendations made by the Cargill scholars staff									
Summer 02	46	0%	0%	11%	13%	41%	35%	5.0	1.0
The coaches' respect for your child's rights as an individual									
Summer 02	46	0%	2%	2%	11%	35%	50%	5.3	0.9
The caring and warmth of the coaches									
Summer 02	46	0%	0%	2%	15%	30%	52%	5.3	0.8
The way the program staff answered your questions									
Summer 02	46	0%	0%	9%	7%	39%	46%	5.2	0.9
The friendliness and hospitality of the Cargill Scholars staff									
Summer 02	46	0%	0%	2%	7%	41%	50%	5.4	0.7

Overall satisfaction with the Cargill Scholars program

Finally, several questions were included in the parent survey to assess general satisfaction with the program. The first question asked parents to rate the scholars' response to the program. Two-thirds of the parents said that their child's response had been "very favorable" and another 30 percent rated their response as "favorable." No parents said that their child had an unfavorable response to the program (see Figure 139).

139. Parent survey: ratings of scholars' response to Cargill Scholars

So far, would you say that [SCHOLAR's] response to Cargill Scholars has been	Summer 2002	
	N	Percentage
5 = Very favorable	31	67%
4 = favorable	14	30%
3 = neutral	1	2%
2 = unfavorable	0	0%
1 = very unfavorable	0	0%
MEAN		4.7

The second measure of overall satisfaction is the percentage of parents who rate their overall satisfaction with the program as “good” or better. Results for this item are reported in Figure 140. Sixty-one percent of parents rated the program as “outstanding” and 37 percent rated the program as “very good.” The mean rating for this item fell midway between these two levels.

140. Parent survey: overall satisfaction with the Cargill Scholars program

How would you rate...	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean	SD
Your overall satisfaction with the Cargill scholars program									
Summer 02	46	0%	0%	2%	0%	37%	61%	5.6	0.6

Finally, three open-ended items were included in the parent survey. These open-ended items asked parents to identify suggestions for changes to the program and the most positive aspects of the program and to provide any other comments. When asked what they would change about the program, many parents said that they would not change anything or that the program is good the way it is.

A variety of other responses were provided, though no strong themes emerged. A few parents mentioned expanding tutoring, either by providing more of it or by expanding the content areas. Several parents mentioned difficulty with their own levels of participation that the program could address, such as by providing transportation or by scheduling activities around parents' schedules. Some parents wanted to expand the program, either by increasing the number of children who participate or by extending the length of the program. A few parents expressed difficulty getting to know all of the staff and children. Adding more activities was also mentioned occasionally. A full list of all comments can be found in Figure 141.

141. Parent survey: open-ended responses – If you could change one thing about the Cargill Scholars program, what would that be? (summer 2002)

If you could change one thing about the Cargill Scholars program, what would that be?

None/nothing (15 respondents)

More tutoring face-to-face

Can't think of anything

Not at this time. Let's see what happens in the future.

Nothing at this point

For more kids to participate!

Nothing. Am going to try to be more involved in the program.

Have more activities, more things to do.

The program has just started so I don't know what it would be. Maybe I'll know later on.

I don't think I have one, because I consider all is good.

Don't know. Everything seems fine. I am limited in my time to be involved as a single parent of three boys, plus being immigrants to USA.

Create some additional activities, extend summer camp (should be 4-6 weeks) to reinforce previous year's learning. More effective than having additional individual activities.

It's too early to answer this, and everything has seemed to me okay.

Don't know.

Everything's been great. The program just started this year and so far there has been nothing negative I can say about it.

Don't let the kids make their own decisions without input of parents.

Adding an extra child (involving siblings).

I wouldn't change anything.

Ask for a ride (hard to provide transportation).

Big Brothers and Big Sisters – other kids may need more time – child has a big family.

So many different staff members – time to get to know and get comfortable with someone, it seems like always five new people every month.

Music (needs different instrument).

Schedule the activity times around my (parent) schedule. Missed so many good things.

I didn't change anything.

Continue the program until college is finished.

I'm not sure.

Nothing. The program is good.

Don't change anything.

They have done everything great the way they are doing now. I can't think of anything that they need to change.

The tutoring was just in math and reading. If kids had problems in other subjects, should be able to have tutoring in them too.

A Big Brother or Sister wouldn't be a requirement.

Introduction of both coaches and parents and children – rather we should all get to know one another. Right now the program is divided between the coaches. We don't know the other coach or the parents and kids on the other team.

Second, parents were asked to identify the most positive aspect of the services their child received. As seen in Figure 142, many parents focused on specific activities that the program had provided. Tutoring was mentioned most frequently, with many parents saying that the program had helped their child with academic outcomes. Parents also frequently mentioned the opportunities that the program provided in terms of extra-curricular activities, with several saying that the program had allowed their child to try things that they would not have had opportunities for otherwise. A few parents mentioned other activities, such as field trips, science camp, and Big Brothers/Big Sisters.

A number of parents also talked about the benefits of the program, saying that it had a positive influence on their children or had helped them to develop new skills or characteristics. A third theme that emerges from parent comments addressed the characteristics of the program staff, with parents describing the staff as caring, supportive, and responsive.

142. Parent survey: open-ended responses – What was the most positive aspect of the services your child received? (summer 2002)

What was the most positive aspect of the services your child received?

Tutoring and field trips that make them feel happy.

Science camp.

Respect that overall organization has given all these kids, seeing that they succeed.

It has made a good kid, guided her to the right way.

Really concerned about her education/her attitude to do what she needs to succeed/my well being, my pregnancy.

Learned a lot – make progress with her studies.

All services were good. Variety of different things, try things for the first time.

Tutoring (8 respondents)

The most positive aspect is the help to achieve a better education.

All of them.

The education, reading/studies – he is doing much better – seems to be a happier boy – I am very happy – he is getting time and attention he needs thanks to Cargill Scholars.

Opportunities for extracurricular activities – Karate and musical instrument.

Everything's good about Cargill and how they treat these kids – giving them opportunities they never would have had.

To help him develop himself.

Assistance from tutors for math and English.

She gets all the help she needs to get a good education.

Everything he receives.

142. Parent survey: open-ended responses – What was the most positive aspect of the services your child received? (summer 2002) (continued)

What was the most positive aspect of the services your child received?

The staff are very caring. They seem to understand the needs of my child for her success.

Learning

Different programs- especially science museum, ballet, music. Wasn't too keen on the trips, but my daughter loved it.

The concern that the program staff show and the activities she wouldn't otherwise have.

The support that they give.

The tutoring session that they have has been the most positive aspect that my child received from the program.

Helped a lot with writing and reading.

Coach, responsiveness, accessibility.

Tutor – she got to try activities that she wanted to, like percussion, gymnastics, things I couldn't afford that are really important little things.

Homework helper

They're always on time

Everything

I don't know

Big Brother/Big Sister

Tutoring, one-on-one, music and dance lessons she received

It's given him more opportunities to experience new things. The tutor has really helped him keep on track, gives him the extra push to keep him on track.

Staff very responsive – coach involved and concerned about her education – good communication relationship with the coach.

The tutoring and music lesson. He's really enjoying playing the keyboard. And nowadays, he's able to do most of his schoolwork on his own.

Care about him, helping him with future plans (e.g. visiting a college).

Tutoring – helped her a lot in school.

He's more outgoing and verbal – helped him open up a lot.

Just having the opportunity to participate as a scholar.

Finally, parents were asked if they had any other comments. Responses to this item are listed in Figure 143. Many parents did not provide comments. For those who did provide comments, many simply said that they were thankful for the opportunity to participate or that the program had made a positive difference in their lives. A few

parents requested more service, such as music lessons, tutoring, or time with Big Brothers/Big Sister. Several parents made positive comments about the coaches, though one parent expressed concern that the coach was exerting pressure for their child to be placed on medication. Other parents highlighted some of the trips.

**143. Parent survey: open-ended responses – Do you have any other comments?
(summer 2002)**

Do you have any other comments?

I would like to know how much money the program spends each month on my son so I can tell him, and this will motivate him to focus harder on his work.

No (10 respondents)

I'd like for her to have more music lessons. She only has it twice a week and when she gets home she does not practice or know how to practice much so it's not helping her a lot.

I'm glad, I'm blessed to receive/be part of Cargill Scholars. I could not have afforded her this opportunity – wondering about getting a home computer.

It's a great program. I'm really glad she was able to participate. I hope she can continue (that it is available), it's really important to her – the opportunities that Cargill Scholars can provide.

Program is very good.

No – Add summer tutoring to the program.

No response (7 respondents)

The changes I've seen in our scholar are very good – Cargill Scholars has made a big difference in our lives.

Respondent said he was willing to do anything to support the Cargill Scholars program because it was such a good program.

This year went really well – glad he had opportunity to be involved – noticed a big change in him.

Please do whatever it takes to help my child. I am not able to help her because I don't know any English (can't read or write). I have high hopes that Cargill will be able to help and continue to help her.

Nothing

He's enjoying it.

Coach does a very good job – going out of her way to help people and make sure they're happy. Big Sister very, very good too.

Would like to better understand how much effort they are planning to ensure that child goes to college. Wants to know what happens if something happens to a family, how much effort would Cargill make to keep the child in the program.

I'm very grateful for the program and I fervently hope it continues.

Please address test taking skills.

It's been a wonderful really good program – coordination/information has improved.

**143. Parent survey: open-ended responses – Do you have any other comments?
(summer 2002) (continued)**

Do you have any other comments?

I noticed she liked to spend more time with her Big Sister, maybe if she would invite her to call her, so that she knows (scholar) that it's okay to call.

For coaches, doing great job this last year (e.g. Wisconsin Dells – 3 days with kids). Really appreciate it.

Great that they are putting all this money, effort and time into these kids. Think it's a blessing.

I want child to learn more so she will have all the credits she needs to go to college.

Thank you for giving my son this program.

None (2 respondents)

It's a good program and I'm glad child can be a part of it. It's not often that a large corporation is willing to invest so much money in so few kids. I hope child can stay in it, he enjoys it. One of the coaches is pushing to put him on Ritalin, and threatened that if we don't do it, they'll drop him from the program. If she would just drop the issue and he shows he can meet the Cargill Scholars expectations, he shouldn't be forced to be on the medication. At least for the child, it made him less aware of his surroundings. We and the doctors don't think that this is the right answer for him. It made him unable to focus. The coach is doing a good job aside from this issue.

Glad she's in program, hoping my son will be able to participate. The program has brought out a lot in child. Hope the program never ends, if every child could have this opportunity it would be great.

Stuff and trips and activities were very outstanding. I volunteered for Wilder Forest and it was outstanding.

Program was helpful to both child and parent. Since starting program, has met a lot of kids he wants to do things with, has positive role models.

So far it's been a good program – especially helped with her reading skills and reading confidence. Also, she really likes being in the Cargill program.

Scholar satisfaction

Cargill Scholars Scholar Survey

Several elements of scholars' satisfaction with the program were obtained from the scholar interviews. These measures address enjoyment of the program, relationships with Big Brothers/Big Sisters mentor, relationship with the coaches, their progress towards goals, and their most liked and least liked elements of the program.

Enjoyment of the program

The first scholar satisfaction measure is the percentage of scholars who report that they enjoy being in the Cargill Scholars program. As seen in Figure 144, almost all scholars (94%) said that they enjoy being in the program. Two percent said they enjoy it sometimes, and 4 percent said they do not enjoy it.

144. Scholar survey: overall enjoyment of the program

Do you enjoy being in the Cargill Scholars program	N	3 = Yes	2 = Sometimes	1 = No	Mean	SD
Summer 2002	47	94%	2%	4%	2.9	0.4

In addition to rating their overall enjoyment of the program, scholars were asked to rate their enjoyment of specific program activities. In response to the question of whether they enjoyed activities, average ratings for each item fell between “agree” and “strongly agree” (see Figure 145). More than 90 percent of scholars reported that they enjoyed these activities. The items with the highest satisfaction ratings were the end-of-year trip, the trip to Wilder Forest, and tutoring lessons. Satisfaction with individual activities, classes, and lessons was a little lower, though most scholars did report enjoying these activities.

145. Scholar survey: enjoyment of specific program activities

I enjoyed	N	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree	Mean	SD
the tutoring sessions							
Summer 2002	47	2%	2%	36%	60%	3.5	0.7
the music lessons							
Summer 2002	44	2%	0%	52%	46%	3.4	0.6
the end-of-year trip							
Summer 2002	42	2%	2%	33%	62%	3.6	0.7
trips to Wilder Forest							
Summer 2002	44	5%	2%	32%	61%	3.5	0.8
trips to the Science Museum							
Summer 2002	47	2%	2%	53%	43%	3.4	0.6
science camp							
Summer 2002	47	4%	4%	40%	51%	3.4	0.8
the activities, classes, and lessons I did in a group							
Summer 2002	47	0%	2%	53%	45%	3.4	0.5
The activities, classes, lessons I did by myself							
Summer 2002	47	0%	9%	60%	32%	3.2	0.6

Relationship with Big Brothers/Big Sisters mentor

A second area of exploration related to scholars' relationships with the mentors they received through the Big Brothers/Big Sisters program. Scholars answered two open-ended questions. The first asked scholars what they liked best about their Big Brother/Big Sister. Many scholars mentioned activities that they had done with their mentor, describing places that they had gone or things that they had done together. Another common theme was that scholars mentioned positive characteristics of their mentors. In particular, many scholars described their mentors as being "nice." A full list of scholars' responses is found in Figure 146.

146. Scholar survey: open-ended comments – What have you liked best about your Big Brother/Big Sister? (summer 2002)

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

Don't know.

Going places and talking with her.

Going to a Timberwolves Game. Going to his house.

He goes on rides with me when we go to the State Fair, plays tag with me.

He's all right.

He's cool. Takes me to the library and Timberwolves.

Helps with homework, plays with respondent.

I like her attitude – she's really nice.

I like it when she takes me out, like going to a baseball game.

I like them both because they are fun, Big Brother nice – I like the outdoors stuff we do, Friday we went camping hiking – Big Sister funny, good places to go to, like the IDS Center, good places to eat.

I like when she takes me places – she's nice.

Roller-skating/golfing.

She's nice and we play a lot of stuff together (e.g. tennis, seeing her job).

She's nice.

She's really, really nice. We go places and spend time together (camping in her backyard). Fun to talk to. Bought me dive toys (for swimming).

Takes me out to different places. Teaches me new things.

Taking me places.

That she's nice and kind.

The Twins game (went to overtime, scored two in the 10th inning).

They take me places that I choose from a book!

They take me places.

They're nice to me.

Scholars were also asked what they liked least about their Big Brother/Big Sister. As seen in Figure 147, most scholars said that there was not anything that they did not like. Several scholars said that they wished that their mentor would spend more time with them. One scholar stated that their mentor had beat them up and pulled their hair.

147. Scholar survey: open-ended comments – What have you liked least about your Big Brother/Big Sister? (summer 2002)

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

Nothing (16 respondents)

Beats me up and pulls my hair.

No.

Nothing – she could come around more.

He doesn't spend enough time with me – haven't seen him for three months.

She drinks a lot of coffee.

They don't see me a lot (once per month).

Relationship with coaches

Scholars were asked two questions about the program coaches. The first question asked them to rate the extent to which the coaches listen to them about what they want to do with their life. As seen in Figure 148, 98 percent of scholars either “agreed” or “strongly agreed” that the coaches listen to them. The average rating for this item fell midway between these two ratings.

148. Scholar survey: rating of extent to which coaches listen to them

	N	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree	Mean	SD
I feel that Sam and Terri listen to me about what I want to do with my life							
Summer 2002	45	0%	2%	31%	67%	3.6	0.5

Scholars were also asked to identify ways in which the coaches had helped them during the first program year. The responses to this open-ended item are found in Figure 149. Scholars provided a range of responses to this item. Some scholars focused on activities, saying that the coaches had taken them to interesting places or had helped them get involved with activities such as tutoring or music lessons. On a related note, some mentioned that the coach had helped them plan activities that they would like to do or had fostered their interest in different activities. Other scholars focused on the role that

coaches had played in helping them to improve their behavior or increase their social skills. A third theme that emerged was the role of scholars in providing information and helping scholars learn.

149. Scholar survey: open-ended item – How has Sam or Terri helped you this year? (summer 2002)

How has Sam or Terri helped you this year?

A lot. Can't think of specifics.

By coming when I need to talk to him.

Came to my school and had me go to trumpet classes. And they also paid for half of my science fair trip. They took me to the Science Museum.

Can't remember anything.

Coach helped me with my music lessons, with plans about what I'm going to do this fall and winter.

Coach helped with a writing assignment about fieldtrip. Helped with tutoring – one-on-one homework – teaching – piano encouragement – I feel good around coach/comfortable that helps me.

Coach helps me when I don't do that good. She helps me learn how to do better – for example, she helped me with the point system, learning how to improve so I could get more points and behave better.

Everything, to solve my problems. They help me sometimes to go to the activities.

Following directions, to behave well on trips.

Get interested in different things, help me learn more, become a smarter kid, at first I was confused (with Cargill Scholars).

Getting me a tutor.

Getting me into this program.

Got me a Big Brother.

He took me to places I've never been before. Counsels me what I want to do with my life, how I'm doing in school. I like him.

Helped get on the basketball team.

Helped me get through things. Helped me learn different stuff.

Helped with school, helped with looking for a new school.

If there's Cargill work and I don't understand it and I go to them. They will help me.

Importance of looking at the person when you talk. Talking volume (making me talk loud enough).

Let us go on cool fieldtrips. Coach is protective of us – two people missing on trip to Wisconsin Dells – he found them sleeping in the dormitory.

Many things, but one thing I remember was giving me information to go places.

Music and art lessons.

My reading has gotten better.

Not sure, just talked with mom.

149. Scholar survey: open-ended item – How has Sam or Terri helped you this year? (summer 2002) (continued)

How has Sam or Terri helped you this year?

Nothing, did it all.

Reading, math, music, swimming.

School, friends, responsibility, respect.

She helped “my keep up turning in my work”.

She taught us something at the museum about our body parts and about these big fish.

Taking us to water park, fishing.

Teaching me, learning new things that I didn't know. Taught me how to build new things, make friends.

Telling me you have to do this, you have to be good.

They both have helped me, but I forgot what they helped me with.

They gave me directions, showed me where to go during the trips that we take.

They have found people such as the tutors to come help me.

They have helped me by learning new stuff. They have allowed more things for me to enjoy.

They helped me do my work. They helped me learn.

They helped me learn to enjoy new things.

They helped me to be more respectful, responsible and help people, to share things, and be nice to others.

They helped me to believe in myself. They helped me do what I couldn't do. They helped me with reading.

They just talk. They give me homework to do sometimes.

They like ask questions about what you want to be when you grow up, what you are doing this summer, how you're living.

They talk to me. They took me to schools to check them out.

To make new friends. Helped on a question (about when would get a computer).

When respondent got sick coach brought respondent to her grandma's so she could go to the hospital.

With reading, writing, math.

Progress towards goals

An additional measure of scholar satisfaction is the percentage of scholars who are satisfied with their progress made towards goals. Almost all scholars (98%) either “agreed” or “strongly agreed” that they were satisfied with the progress they made on their goals this year (see Figure 150).

150. Scholar survey: satisfaction with progress made towards goals

	N	Strongly disagree	Disagree	Agree	Strongly agree	Mean	SD
I am satisfied with the progress I have made on my goals this year							
Summer 2002	47	2%	0%	43%	55%	3.5	0.6

Perceptions of best things about the program and suggestions for change

Finally, scholars were asked two open-ended comments about the Cargill Scholars program. First, they were asked what they liked best about the program. As seen in Figure 151, by far the most common response was that scholars liked the field trips. They also mentioned enjoying activities, including tutoring, Big Brothers/Big Sisters, Wilder Forest, and science camp. Another fairly common theme was that scholars enjoyed spending time with the other participants and making new friends. Finally, some scholars said that the program had helped them learn new things.

151. Scholar survey: open-ended item – What do you like best about Cargill Scholars? (summer 2002)

What do you like best about Cargill Scholars?

A lot. I just like it a lot.

Field trips (5)

Fieldtrips (going to Wisconsin Dells).

Fieldtrips, they help learning.

Friends

Get to do a lot stuff – get to go on fieldtrips – special education (reading) help. Get to sign up for our own classes, fieldtrips, activities.

Get to do fine things and activities.

Get to do stuff.

151. Scholar survey: open-ended item – What do you like best about Cargill Scholars? (summer 2002) (continued)

What do you like best about Cargill Scholars?

Going on fieldtrips and having a Big Sister, the tutor.

Having fun.

Help me a lot.

I get to do new things that I have not done before such as going on fieldtrips.

I learn new things, if I do well, “really smart or really good” “they’ll pick me, and I’ll go to college” and it’s fun = learn new things.

I like how I make friends easily – I like the people in the program.

I like the fieldtrips best.

It helps me learn and introduces me to new things.

It’s really really fun! Especially the Kalahari Hotel at Wisconsin Dells and activities.

Just about everything.

That they help me learn.

That we get to go places with our parents.

That we got to go on fieldtrips. And I like the friends I met in Cargill Scholars.

The activities that they have were what I liked best.

The kids – they’re nice and the trips.

The trips and activities and camp. The group activities.

The trips and the camps.

The trips. (4)

The way they try to help me be a better kid, help learning new things and finding more help for myself.

The way they will help me pay for college.

Them paying for stuff.

They help kids – really nice program.

The trip, science camp, I love all things we have done.

Tutoring, piano lessons, field trips, meeting new friends.

We do a lot of different stuff, like go places.

We do fun things – both field and classroom.

We get to meet new people, go new places and learn new things.

When we have meetings.

When we went to the forest and to Wisconsin.

When we went to Wisconsin Dells (field trip).

Wisconsin Dells fieldtrip.

You get to go on a lot of trips.

Scholars were also asked what they would change about the program. As seen in Figure 152, many scholars said that they would not change anything about the program or that they did not know what they would change. For those that did provide suggestions, the most frequent comment was that they would like more activities, especially field trips. Other scholars mentioned providing easier transportation, being able to try other activities, including more children (including their siblings), having contests, and creating a drop-in center for scholars.

152. Scholar survey: open-ended item – If you were in charge, what would you change about Cargill Scholars? (summer 2002)

If you were in charge, what would you change about Cargill Scholars?

Don't want to go directly from one activity to another (e.g. science camp to another camp).

Fieldtrips daily, let girls have dance class, boys have basketball class, some of boys and girls have karate classes, have it so everyone could go swimming, take swimming lessons.

Give a ride to the kids.

Go on more field trips.

Go to more places (fieldtrips). Meeting more with coach.

Have contests (e.g. talent contest, drawing contest – would be really good at that).

I don't know. (2)

I'd have more kids in it.

If someone moved out of district, they could still be in Cargill Scholars!

More fieldtrips.

More trips.

No changes.

No more extra homework – a field trip to Wisconsin Dells at the end of every year!

None.

Nothing. (22)

Nothing. Everything's been good.

Nothing. I like it.

Nothing. It's good.

Spend more times at Kalahari Hotel at Wisconsin Dells, and do more activities after science camp.

Staying in science camp, doing it more often.

That I can get dropped off in front of my house.

There would be a place in the local community. There would be one on the north side and one on south side of Minneapolis (like a drop-in center) where we can go after school to do our homework and then go home and play with our parents and siblings.

To go to more places and have fun swimming everyday and go to the mall.

Try different sports out – soccer, basketball, tennis.

Want to include sisters and brothers.

Teacher satisfaction

Cargill Scholars Teacher Survey

The evaluation of the Cargill Scholars program includes an exploration of teachers' satisfaction with the program. Because teachers have limited exposure to the Cargill Scholars program, these questions primarily focused on their satisfaction with the tutoring program, the frequency of their communication with the coaches, and their perceptions of benefits for their students.

Satisfaction with tutoring

Teachers were asked to rate the frequency, quality, and benefits of the tutoring program. Several questions were added to the survey after the fall 2001 administration. Results for these items are found in Figure 153. The highest satisfaction rating was reported for the quality of the tutoring (average rating just above "very good"). Almost all teachers (96%) rated the quality of the tutoring as "good" or better. Ratings were also fairly high for the frequency of tutoring and the benefits of tutoring (average ratings just below "very good." For both of these items, however, approximately 10 percent of teachers rated their satisfaction below "good." For all three of these items, there was no significant change in the mean ratings between fall 2001 and spring 2002 (see Figure 154).

Two items were added to the spring 2002 interview to gain more information about teacher perceptions of tutoring. One question addressed the time of day that tutoring was provided. The average rating for this item fell midway between "good" and "very good." The item receiving the lowest mean rating was the frequency of communication with the tutor, with an average rating of "good." For both of these items, while most teachers were satisfied, 12 to 15 percent of teachers had ratings below "good." Fewer teachers (15%) gave ratings of "outstanding" to these items relative to the other questions.

153. Teacher survey: teacher ratings of the tutoring program

How would you rate the following aspects of the tutoring that [SCHOLAR] received through the Cargill Scholars program?	N	Percentage						Mean	Std. Dev.
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
The frequency of the tutoring									
Fall 2001	48	2%	0%	8%	23%	42%	25%	4.8	1.1
Spring 2002	50	0%	2%	10%	18%	34%	36%	4.9	1.1
The quality of the tutoring									
Fall 2001	28	0%	0%	4%	25%	39%	32%	5.0	0.9
Spring 2002	47	0%	0%	4%	21%	36%	38%	5.1	0.9
The benefits of the tutoring									
Fall 2001	41	0%	0%	15%	17%	44%	24%	4.8	1.0
Spring 2002	48	0%	0%	8%	29%	31%	31%	4.9	1.0
The time of day that the tutoring was provided*									
Fall 2001	-	-	-	-	-	-	-	-	-
Spring 2002	33	0%	3%	15%	27%	39%	15%	4.5	1.0
Your frequency of communication with the tutor*									
Fall 2001	-	-	-	-	-	-	-	-	-
Spring 2002	33	0%	9%	12%	36%	27%	15%	4.0	1.2

154. Teacher survey: paired t-tests of teacher ratings of the tutoring program

How would you rate the following aspects of the tutoring that [SCHOLAR] received through the Cargill Scholars program?	N	Mean fall 2001	Mean spring 2002	t-test
The frequency of the tutoring	48	4.8	4.9	-0.9
The quality of the tutoring	28	5.0	5.3	-1.7
The benefits of the tutoring	40	4.8	4.9	-0.8
The time of day that the tutoring was provided*	-	-	-	-
Your frequency of communication with the tutor*	-	-	-	-

Teachers were asked if they had any additional comments about the tutoring. Their comments are listed below in Figure 155. Teachers made a number of positive comments about the tutoring. For example, many teachers identified positive characteristics of the tutors, such as an ability to work well with students and to be flexible and accommodating with schedules.

While teachers identified a number of positive elements of the tutoring services, they also identified several concerns. A number of teachers said that they wanted to have more communication with the tutors and to receive more information about scholars' progress. Several teachers expressed dissatisfaction that the tutoring was taking place during class time and a few requested that tutoring be expanded to include math.

155. Teacher survey: open-ended comments – do you have additional comments about the tutoring? (spring 2002)

Do you have any additional comments about tutoring?

Additional contact with tutors

I have only met tutor three times throughout the whole year. He may have come when I'm not available.

I would like to know what the tutor was doing when she pulled client out two times a week, he'd miss other classroom events and projects. No reports from the tutor, no communication from the tutor, but she was very flexible.

I would like a monthly written update about her work and progress.

I would like to meet regularly with the tutor as I do with the coach.

To have a better understanding of what the tutor was doing with the student. Also some form of communication as to how the student was progressing from the tutor's perspective. An overview of what materials were being used and possibly more teacher input into what was being taught or skills being practiced.

We didn't communicate. It would be nice to have a brief summary of what the scholar is doing in tutoring and levels she is at more often.

Pleased with services

I think it's great overall, helps client improve in reading, writing. Extra help for school.

Just one of the best things for client, fits special needs of client.

I thought tutor did an excellent job with scholar.

I was very happy with tutor, she was very consistent.

The particular tutor who came, I received a very positive perception of her, how she related to client and how she worked with him.

The tutor was very respectful of our time and the work scholar was missing in order to go to tutoring.

Tutor was always on time and here each day as scheduled. She wrote me notes. She was easy to talk to.

Tutor was wonderful – she really took a vested interest in the kids she worked with. She attended school wide functions to show her support. My students loved working with her.

155. Teacher survey: open-ended comments – do you have additional comments about the tutoring? (spring 2002) (continued)

Do you have any additional comments about tutoring?

Pleased with services (continued)

That tutor is very conscientious and concerns, informs me of her concerns and child's progress. Also dealt with child about a behavior issue, talked to him about how a scholar would behave, reinforcing what other adults were telling him.

No, I don't get to – the tutoring is inconsistent over a good amount of time. It's working good for him. Client is benefiting from the program, the tutoring.

No, the tutor was an incredible tutor, she's wonderful, she's outstanding.

No. (2)

No. Very good.

Client looked forward to working with her tutor. The tutor was very flexible, very accommodating to changes in student's schedule.

Client looked forward to working with tutor, tutor very flexible, very accommodating to changes in schedule.

He is a good match – it's important that they have a good tutor – child match. As a teacher, I see his excitement to go to tutoring.

Tutor was consistent, flexible, and supportive of scholar. Scholar, however, did not show an interest in improving his skills.

More math tutoring

Instead of direct instruction, next year he may want to work on his math skills and writing skills.

Scholar received tutoring in reading, but I feel she also needs work on math skills.

More tutoring

Is there in any way possible that the scholars could be tutored twice a week; that would be great.

It would be beneficial for my student to receive tutoring once a week if possible.

Student's skills

She really reinforced scholar completing the work and turning it in.

Thanks so much! I've seen a positive change in scholar – she volunteers much more in class.

Helped client's self-esteem, help with the social aspects of client's life – quiet brings her out.

The tutoring has definitely boosted his skill level and self-esteem.

Other comments

I see limited change from tutoring. Yes in reading no in comprehension. In math – no tutoring – no change.

Could have used our Accelerated Reader Program at our school.

It interrupted the school day. It is very difficult for the students to miss one hour two or three times per week of direct instruction. Could this be an out-of-school day tutoring?

The tutoring is the school's own before school reading program.

Client – can't understand him – progress great – goes too fast – doesn't enunciate. Speed is good but understanding him is important, too.

I believe tutoring should be outside of the school hours so as not to interfere with the students' schedule and requirements.

Interactions with the program coaches

Teachers were asked two questions about their interactions with the Cargill Scholars' program coaches. Neither of these two questions was asked during the first survey administration in fall 2001. The first question asked teachers to rate the quality of their relationship with the coaches. The average rating for this item fell between "very good" and "outstanding." The second item addressed the frequency of their communication with the coaches. The average rating for this item was slightly lower, falling just below "very good." For both items, all teachers gave ratings of at least "good" (see Figure 156).

156. Teacher survey: ratings of interactions with program coaches

How would you rate the following aspects of your interactions with Sam and Terri, the Scholars' program managers?	Percentage							Mean	Std. Dev.
	N	1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding		
The quality of your relationship?									
Fall 2001	-	-	-	-	-	-	-	-	-
Spring 2002	33	0%	0%	0%	24%	36%	39%	5.2	0.8
Your frequency of communication?									
Fall 2001	-	-	-	-	-	-	-	-	-
Spring 2002	33	0%	0%	0%	36%	36%	27%	4.9	0.8

Perceived benefits of scholar participation

Teachers were asked to describe the benefits that they have seen for their students as a result of their participation in Cargill Scholars. Their responses are listed in Figure 157. Many teachers said that there had been changes in academic skills. While some said there had been specific academic gains (especially in reading), others mentioned improvement in areas such as completion of work, increased focus and perseverance, and greater interest in school. Other teachers described improved confidence and attitude. In addition to these improvements, teachers mentioned the benefits of scholars receiving different activities and services and having positive relationships with staff.

157. Teacher survey: open-ended item – Perceived benefits of program for scholars (spring 2002)

Overall, what benefits, if any, have you seen for this students as a result of his or her participation in Cargill Scholars?

Activities/opportunities

I really like that scholar has been exposed to many other activities (other than academic).

The opportunities that she has received is unbelievable.

Very consistent tutoring program. I didn't need to plan the lessons. Tutor was excellent! (2)

The students loves to share about her experiences on Cargill field trips, her music and gymnastics classes.

One-to-one interaction

The biggest benefit is that the student has many adults checking in with her regarding academics and school on a regular basis.

I feel that the coach was very interested in our scholar. I feel that (coach) made a positive impact on scholar and me.

Reading skills

He has improved oral reading fluency and now chooses to read. His confidence has also improved.

Reading frequency and fluency has improved.

Scholar has shown some improvement in her reading. Her tutor has been excellent. Scholar was always eager to go with her.

Scholar's reading comprehension and writing skills have improved with her participation in Cargill Scholars program.

She has gotten to be more interested in school though work completion has not improved. According to her tutor she has made gains in her reading skills.

The added resource to help move scholar along in his reading is evident from the CBM data we collect and his responses to spontaneous grade level quizzes of comprehension.

Social Skills

Enjoys school, likes the social interactions, enjoys the extra participation in sports.

Confidence, positive change in attitude, self-worth, wants to achieve in the classroom.

His attitude has changed dramatically and has put a lot more effort into his work.

Increase in self-confidence (overall).

Scholar has more confidence in her abilities.

Scholar has not made as much progress as I would have liked to see. The benefit of having tutor work with him one-on-one has helped his self-confidence.

157. Teacher survey: open-ended item – Perceived benefits of program for scholars (spring 2002) (continued)

Overall, what benefits, if any, have you seen for this students as a result of his or her participation in Cargill Scholars?

Schoolwork

Scholar raises her hand more often to volunteer to answer a question or read aloud.

Good work completion, eagerness to finish work and move onto new things.

Improved fluency and speed.

Scholar continues to work hard in class and is excited about the Cargill opportunities.

Scholar has become a more confident learner. She is more willing to take risks.

Scholar has continued to show interest in school. Has made some progress in reading.

Scholar has made great academic gains. It has helped us focus on very specific goals.

Scholar sometimes struggles with new things but does not give up. He wants to understand the concept and always does careful work.

She is much more focused on her school work.

Other comments

Scholar tries very hard to improve himself but does not follow through. He always says I can't get in trouble or else my coach/Cargill will find out. His behavior has changed slowly for the better over the past three months.

It's a wonderful program. I did not get enough notice for the fall meeting. The spring dinner meeting was scheduled the night of our "All School Music Program".

No benefits

From scholar – none, however, I do believe this program would strongly benefit a child living in low poverty if the child would want to participate and show success. Scholar seems to have declined in his motivation to do well in school and shows no interest in pleasing himself or others. Even the incentives would not "fire" him up to change his choices, as if he knew he'd get them anyway.

Finally, teachers were asked if they had any other comments. Responses are found in Figure 158. Most teachers simply said that they thought that it was a good program and that they were glad their students had a chance to participate in it. Some teachers said that they wished more students could be involved. Others made suggestions for improving the tutoring component, such as by increasing teacher input and making the process less disruptive to the school day.

**158. Teacher survey: open-ended comments – do you have any other comments?
(Spring 2002)**

Do you have any other comments?

Program quality

I think it's a real worthy program for students and for the business community to be involved in, all the help with kids at school, out of the community is appreciated.

Program did well for child – decoding skills improved, he has shown growth in reading on his national score more than a years growth in reading. Comprehension low, vocabulary and interpretation showed growth.

Really good, but I didn't see what happened. I put the tutor's reports in his folder.

The program is outstanding, wish it would be offered to more students, the staff of program comes in to check on client, makes sure he is exposed to music and camping opportunities.

Excellent program.

Great program. (2)

Great program. Don't lose track of these two.

I highly recommend this program – both his mom and I have been very pleased with it.

I love the Cargill program. Scholar has enjoyed the activities that he has been able to do. He feels special that the coach and the tutor come to see only him. I believe that it is a wonderful and positive program for students that have a lot of negative things going on in their lives. I feel that over time we will see changes in scholar. Thank you for the opportunity to be a part of this program.

Thank you for all this program has done for scholar.

Thank you to tutor and coach for all their help with scholar!

Thanks again and keep it up!

The program seems wonderful! I wish scholar would realize what a great opportunity she has.

This is a great opportunity for scholar!

This is an excellent program, keep striving for excellence.

Potential new students

I think our new third grader is a good candidate and will benefit from it. The Big Brother part of the program is really good for him. We've already talked to the fifth grade teacher about next year. Next year it'll be good to have math. It would be useful for scholar to balance math and reading both in one year.

I have a young lady in my classroom that would greatly benefit as a scholar. She has involved parents but would really use the boost that the scholarship brings.

**158. Teacher survey: open-ended comments – do you have any other comments?
(Spring 2002) (continued)**

Do you have any other comments?

Suggestions

It would be helpful to participate in the planning of the student's needs for the tutoring.

Suggestions: to make the transition smoother, less disruptive to the classroom when tutor arrives, student collects up materials. So many students coming and going.

Suggestions: work to make the transition between classroom and tutoring less disruptive to the classroom. When tutor arrives, student collects up her materials. So many students coming and going.

No tutoring pullouts during the school day.

Other comments

I think we've working with family to get behavior on track, when behavior is good learning happens, but client has low self-confidence and that gets in the way of learning.

I believe every child would be a success if they had even one caring adult in their life. I'd like to spread the wealth around to other needy students who have no one checking in on them regularly.

Scholar has been sick often the past three months which has led to many absences.

No comments

I do not. (2)

No comments. (3)

No. (4)

Conclusions and recommendations

Overall, the results from the first year of the Cargill Scholars program indicate that scholars are generally performing well across all outcome areas and that scholars, teachers, and parents are all very satisfied with the program. Despite these positive results, several recommendations emerge from these data for further consideration.

- Scholars continue to demonstrate high levels of social skills and low levels of behavior problems. While interview respondents thought the program had helped with these areas, standardized test scores and actual behavior ratings tended to show either stability or slight declines. Data from fall and winter 2002 will help to explain whether the results were due to the beginning of a trend toward a decline or to seasonal variation (i.e., scholars may have shown more behavior problems in the spring and winter). In the meantime, staff are encouraged to focus on these behaviors and to consider strategies to assist scholars in developing social skills.
- Most parents are somewhat involved in school activities and results were fairly stable over the course of the first year. Staff may wish to consider additional strategies for providing support or encouragement to those parents with lower levels of involvement.
- Over the course of the first year, many scholars demonstrated strong academic improvement. Results from report cards yielded significant improvement in many academic domains, though it is difficult to interpret these data given the low response rate and the lack of a comparison group. Standardized test results indicated there was a dramatic improvement in scholars' reading, the area targeted in the tutoring services.
- While these results are extremely positive, scholars still show room for improvement in academics. They demonstrate a number of characteristics that help to support academic growth, such as enjoyment of learning, effort put into work, and consistent school attendance. Staff and tutors are encouraged to continue to build on these strengths to further enhance academic development.
- Another promising finding is that parents who received information about resources to help their child with school were highly likely to use them. However, most parents said that they did not receive information about these resources. Staff may wish to increase their emphasis on dissemination of information about resources to parents.
- Most scholars and parents feel like scholars are likely to attend post-secondary education. However, parents continue to express concern that they will face

significant financial barriers. The program may wish to consider providing information and education to parents regarding options for funding post-secondary education to relieve this concern.

- Satisfaction of all stakeholders is exceptionally high. Parents, teachers, and scholars all indicated being very satisfied with the program activities and staff. No strong recommendations for program improvement emerged from these results, though the staff may wish to review and target some of the items that had lower ratings. For instance, some parents said they would like more input in selecting activities or that some service locations are inconvenient.
- Parents were also very satisfied with the cultural competence of the staff. This finding is especially important given the diversity of the scholars served. Staff are encouraged to continue their efforts in this area.

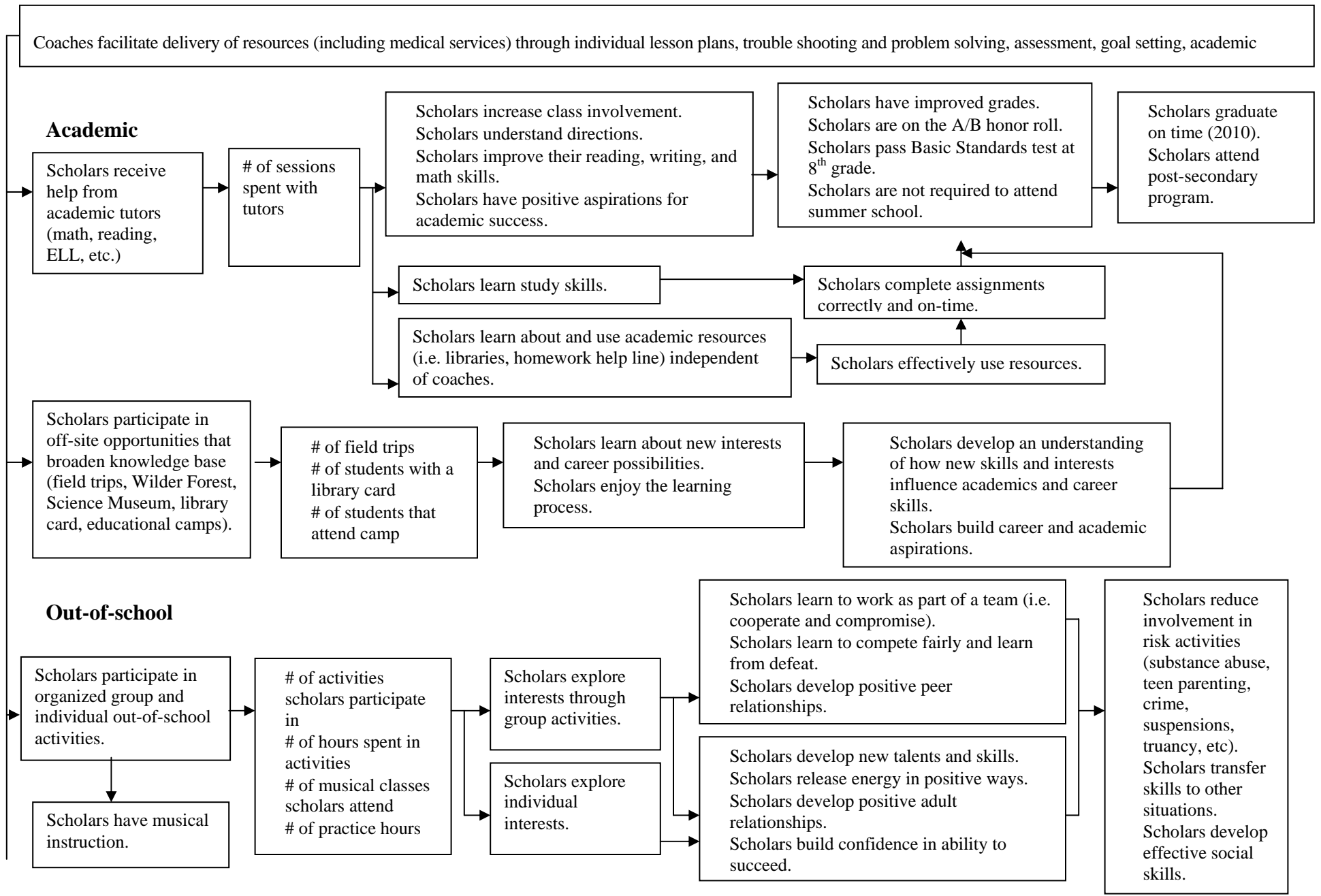
Several conclusions emerge related to the specific activities provided.

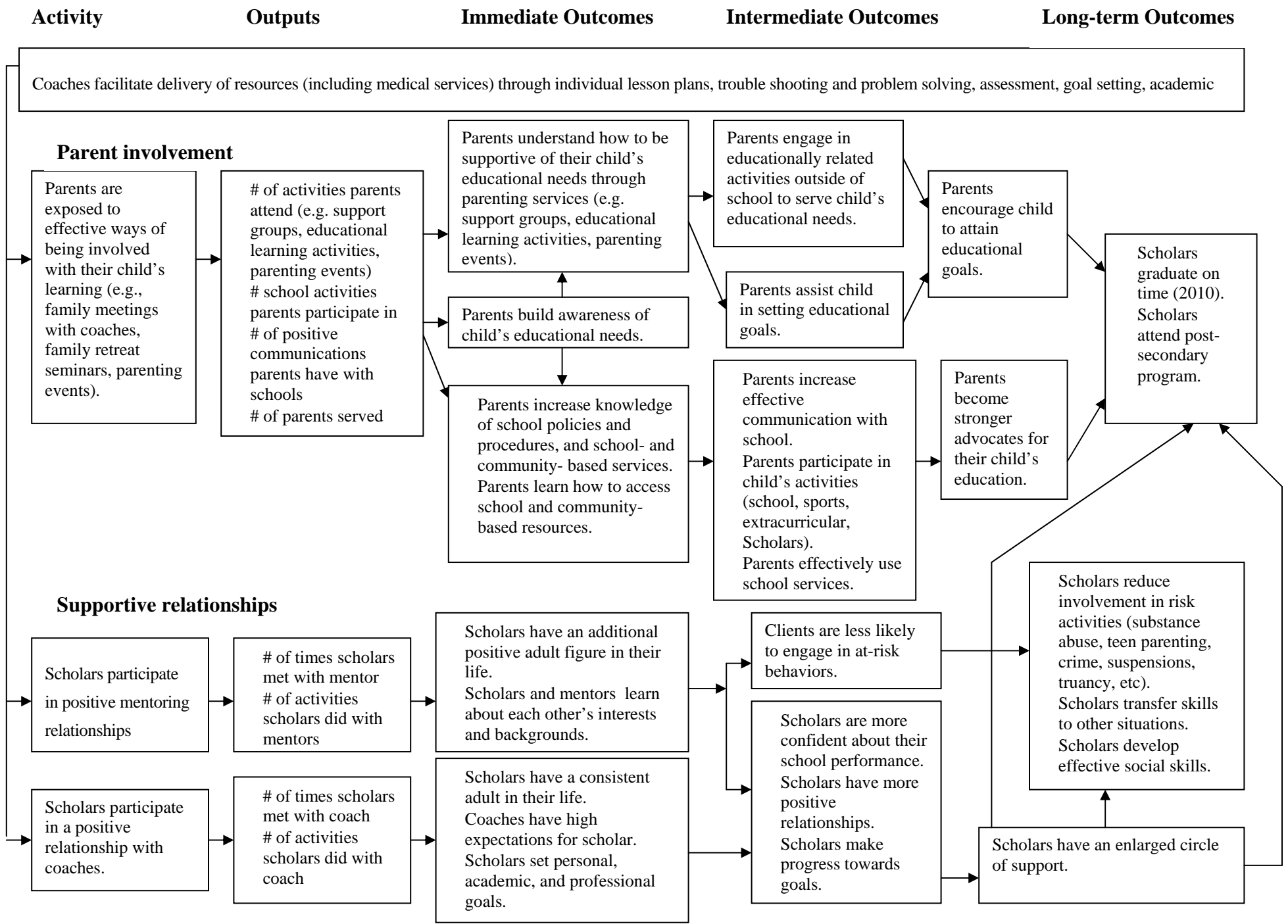
- Parents, scholars, and teachers all expressed satisfaction with the quality and benefits of the tutoring that scholars received. While scholars received almost 50 hours of tutoring each, parents identified this as an activity that they wanted to see increased. While an increase may not be feasible, this finding does speak to the popularity of the activity.
- While teachers were also generally satisfied with tutoring, they did express several concerns. Consistent with the results of the previous report, some teachers still express concern about tutoring being offered during the school day and they requested having more communication with the tutors.
- Not all scholars received music lessons this year. According to records maintained by coaches, one-third of the scholars did not receive any lessons and no scholars received more than 15. Parents also identified this activity as one that they would like to see increased. Many parents identified development of musical skills and interest as an outcome of the program. Increasing the frequency of the service may help to strengthen these skills.
- Due to difficulties in matching scholars and mentors, not all scholars had Big Brothers/Big Sisters during this year. For those scholars with mentors, most said that they enjoyed activities with their mentors, though some wanted to have more time together. Many scholars said that they do not talk to mentors about their feelings, though this finding is not surprising given the length of the match. Continued efforts to match scholars and mentors will ensure that more scholars benefit from this activity over time.

- While parents expressed satisfaction with the overall amount of services and an interest in receiving more tutoring and music lessons, many requested that the frequency of other services be reduced. Program staff may wish to consider the entire array of services to ensure that those provided have the strongest links to potential outcomes and do not exceed the abilities of parents to support them.
- While scholars reported liking all activities, they especially liked the end-of-year trip. From all accounts, this trip was quite successful and scholars are already looking forward to next year's trip.
- When asked to identify scholars' least favorite activity, science camp was most often named. However, most parents said that their children enjoyed this activity and many identified it as a favorite activity. In addition, parents often said that the program had increased scholars' interest in science and science-related careers.
- Scholars' interest in trying new activities decreased between the first and second interview. This decrease may simply be due to the fact that many scholars had started new activities before the second interview. When asked what new activities they want to try, many scholars mentioned sports. Sports were also the most common type of individual or group activity provided, indicating that there is alignment between services provided and scholar interest. However, many scholars also expressed an interest in other types of activities, which were provided much less frequently. Staff may want to review the list of activities generated by scholars to identify future activities or services.

Finally, several issues emerged related to the evaluation. It is recommended that evaluation and program staff review the evaluation and prioritize goals/questions, develop strategies for obtaining more complete academic data, and resolve issues regarding completion of program records.

Appendix





A1. Scholar survey: open-ended comments – besides parents, who are some of the other adults you talk to or depend on? (winter 2001)

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

Uncle.

Grandma, police, step mom, granny.

Grandma, uncle, aunt.

Grandma, sister.

Grandma, father's girlfriend.

God dad, grandma and grandpa, auntie who lives up the street, other auntie.

Sisters.

Grandma and grandpa, aunts and uncles.

Grandma and granny.

Aunt, uncle.

Grandma, aunt.

Sisters and brothers (older adults).

Teacher. Dad's girlfriend. Teacher's wife. Grandma.

Grandma.

Teacher.

Cousin, uncle, friend's mom.

Great aunt, cousins, uncle.

Teacher, Big Brother and Big Sister from Cargill.

Auntie.

My next door neighbor.

Brother, cousin.

Lots of people. The guy in charge of youth club.

Two grandmas, two grandpas, uncle.

Teachers, pastor, neighbors.

Grandma, grandpa, friend of the family.

Grandmas (both of them). Teacher.

Grandma, uncle.

Aunt.

Teacher.

Sister in college.

Teachers.

Cousin's mom. Sister and brother.

A1. Scholar survey: open-ended comments – besides parents, who are some of the other adults you talk to or depend on? (winter 2001) (continued)

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

Adult friend and babysitter.

Teacher, aunties, brothers, grandmother.

Uncles, aunties.

My next door neighbor. And I can call my grandma.

The friends of my parents.

Brother (adult).

Uncle, auntie.

Auntie, cousin

A2. Parent survey: open-ended comments – What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or post-secondary education? (winter 2001)

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

Financial support

I don't really know. But I think financial (money) is the first step that she will need.

We have to have financial to support him and what he needs.

She has a college fund set up so she'll have some money saved.

Scholarships. (2 respondents)

Scholarship – financial assistance.

Financial aid. (2 respondents)

Money. (2 respondents)

I think with my help and help from someone else it will happen. I can't afford it by myself. He'll need financial support, a loan, an academic scholarship, or a sports scholarship, etc.

I'm not sure but I think financial is the biggest support and support from the parents.

Money and parents support.

Scholarships or grants.

Tuition, other costs involved (books, etc.), live on campus, mentor to give support incentives.

Money. Help transporting for activities (the family doesn't have a car).

Scholarships – can get from tribe.

Financial. (6 respondents)

A2. Parent survey: open-ended comments – What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or post-secondary education? (winter 2001) (continued)

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

Financial support (continued)

Financial assistance. (4 respondents)

Financial support. (2 respondents)

If he's going to go to college, he's going to need financial support.

Financial aid. Needs to start paying more attention.

Tutoring/academic assistance

Tutor (if no Cargill – grants, loans) his mother.

Just writing and reading help.

Academic help to bring reading up. Financial aid won't hurt either.

She's being tutored and she's getting encouragement from the family.

Needs assistance to get ahead in reading and spelling. Tutoring – both Cargill and local church. Extra curricular like music. Science museum/exposure to museums.

Tutoring to keep up in classes.

Tutors.

Family/other support

Guidance – parental and school guidance counselor –someone she can talk to about problems.

Parent support.

Parents help.

Mother is alone and it's difficult for her to grow the girl up.

I think communities support, parents' support, and her dedication will do.

Family support, making sure he's educated properly through high school.

Positive encouragement for academics.

Positive attitudes around her.

He's going to need family support and probably some financial support, otherwise he's pretty self motivated.

Encouragement from family. Positive role models.

Positive support from his family. Help with his school work.

Her mother's and dad's encouragement.

Parent's help. Relatives' help. Teacher's support.

Pay more attention to him and help him to do his homework. More communication.

Good role models, positive people in her life, also a good education.

No one knows what will happen when she turns 18. Keep her interested in school. Good teachers who encourage and inspire student.

A2. Parent survey: open-ended comments – What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or post-secondary education? (winter 2001) (continued)

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

Other

I don't know, because I'm uneducated and don't know what's helpful or what's not helpful for her.

This program.

Self-esteem – building up. Staying in school.

Support so he doesn't get lost in the non-caring system of the Minneapolis Public schools. Needs alternative to public ed in Minneapolis (i.e., private school). Assistance or protection against unfair racism.

What Cargill is giving her. Is taking care of them so they don't go to foster care and can be together. We don't have much, appreciate whatever people can do (need respite care).

I don't know, because I have never been to school. I don't know what kind of supports or encouragements are needed so he can go on to college.

A long term goal written up by the eighth grade. More trips to library and job sites visits of her career goal to interview with possible future peers.

Something like Project Success.

A3. Parent survey: open-ended comments – What do you see as the biggest barriers to your child's attending college or other post-secondary education? (winter 2001)

What do you see as the biggest barriers to your child's attending college or other post-secondary education?

Money/finances

I don't know, maybe money.

Financial. (5 respondents)

Money. (7 respondents)

Mom and dad will have to provide financial support and put a lot of things on hold to see that my child succeeds. She will need scholarship funding.

Grades

Grades or he didn't make the basketball team.

If she fails in her studies.

Not making good grades, dropping out of school.

A3. Parent survey: open-ended comments – What do you see as the biggest barriers to your child’s attending college or other post-secondary education? (winter 2001) (continued)

What do you see as the biggest barriers to your child’s attending college or other post-secondary education?

Other

I don't know, but I think there's no role model for her to follow. We are illiterates who cannot help her on her school work. That's a big significant barrier to her and there's many other negative effects on her education.

He's easily sidetracked.

Staying motivated.

Too much time in a negative environment, if the scholar should be in a wrong crowd of people.

The scholar losing interest, having a bad teacher.

Her shyness – trying to get her out of that now.

Her needs to be met – will she get her books. Needs a mentor to encourage her, tell her she can make it. I'm 80 years old, will not be there forever for her.

He's not USA citizen.

None

Don't see any. She really wants to go. As long as she's doing well in school and Cargill helping her – no problem.

None. (2 respondents)

His will – stubborn. Is bright enough.

Don't have any.

Don't see him having any barriers.

A4. Scholar survey: open-ended comments – Where do you get help with your homework (example: library, computer, teacher, parent, homework help line)?

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

My parents helped me.

Parent.(7 respondents)

Ask parents for help.

After school program, computer.

Mom, if mom's not home big sister, also teacher.

I go to the after school program that provides help with homework. I also ask my mom. I ask my brother and dad too.

Grandma, papa (dad), mom.

Memory or sheet teacher gives in class. Mom and sometimes grandma.

Teacher. (4 respondents)

Uncle, sister, teacher.

Parents, sometimes teacher.

My sister helps me with my homework.

I asked my sister for help.

Parents (mother).

Mom, grandmother.

Family.

At school – teacher, another student. Hotline, grandmother, sister.

Parent and sometimes teachers.

School teachers, Elizabeth and Erika 3-5, mom.

My parents and teacher.

Teacher, sister.

Ask my parents.

Internet and parents.

My sister and parent.

Library and computer.

Tutoring (after school tutoring at church).

Mom and sisters. Sometimes teachers, too.

Mom.

Mom, teacher.

Ask my mom.

A4. Scholar survey: open-ended comments – Where do you get help with your homework (example: library, computer, teacher, parent, homework help line)? (continued)

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

At home.

Teacher, parents, tutor.

Teacher, tutor, mom and dad.

Tutors at school to help us.

After school program on Mondays. Wednesdays, do it at home with mother's help.

Ask my dad.

Mom.

If I don't understand it, my father or my mother helps me.

I ask some parents and teachers and sometimes I get stuff from the book.

Asked parents, library and computer.

A5. Scholar survey: open-ended comments – What do you want to be when you grow up? (winter 2001)

What do you want to be when you grow up?

Soccer player.

Basketball player, famous lawyer.

Teacher.

Doctor.

A teacher or a doctor or a lawyer.

Lawyer.

Singer, nurse midwife, ice skater.

Paleontologist – dig up dinosaurs, if not that an actor.

Painter/artist.

Scientist, biologist.

Policeman.

Basketball player.

I want to be an artist.

Scientist

A teacher.

Singer, doctor, teacher.

A5. Scholar survey: open-ended comments – What do you want to be when you grow up? (winter 2001) (continued)

What do you want to be when you grow up?

Doctor.

Work at Target where my mom works (as supervisor).

Art teacher.

Doctor, singer, basketball player, teacher.

Doctor – for grownups and kids. If can't be a doctor, want to be a hairstylist or basketball player.

Basketball player.

Navy pilot.

Basketball player.

A doctor.

To work in computers.

Doctor, then changed mind to ice skater.

Professional football player. If not then roofing and remodeling of houses like my dad.

Police officer, lawyer.

Motocross racer.

Videogame instructor.

Police officer.

An artist.

Basketball player.

Artist.

Pro basketball or football player.

Federal employee – accounting technician (like her mom).

Singer or entertainer.

Basketball player.

I want to play in the NFL.

Doctor.

A doctor and a nurse.

Art teacher.

I want to be a scientist and sometimes I want to be a pilot.

I want to be a cartoonist or teacher.

Doctor.

Doctor, chef.

Basketball player.

A6. Scholar survey: open-ended comments – What do you like most about school? (winter 2001)

What do you like most about school?

Math, reading, and play.

Learning new things (new math).

Art, math, gym.

Reading, math, learning about the human body.

I like reading, math, gym and the computer lab and the library and art class and fun assignments from gym and from art class.

Science.

Smart time (free time to read), writing.

Gym, recess, 100% Club (do good all year, get rewards).

Reading and art.

Math, science, reading.

You learn more, like centimeters and decimeter.

Math.

Math, computer, and specialist activities.

Math.

Play computer, learn math and science.

Gym – playing games like Mr. Yuk.

Reading class.

Science, gym.

Learning things like what the electricity goes through when the light bulb lights up. Or what magnets stick to. I just like science.

Math, reading, writing, science.

Math, gym, teachers, friends.

Learning math.

Math and science and reading.

Do work and then we play. End of the year, have an assembly with prizes like bikes for perfect attendance.

I like doing math and going to prep.

Reading and math.

My friends.

Math, sometime social studies, sometimes reading.

African studies, science.

Gym, recess, science, reading.

A6. Scholar survey: open-ended comments – What do you like most about school? (winter 2001) (continued)

What do you like most about school?

Science, gym, art, media, music, reading.

Math. (2 respondents)

Like to learn. Math and reading.

Homework, math class.

Math and reading.

Learning new things – math.

Math class. Gym class.

Spelling, gym, social studies, music.

Options (dance class, gym).

Learn (more) short division.

Study different states, animals, and reading.

Doing math, reading, and learning languages.

Math, science.

I like to do math. I like to do reading. It just makes me happy. I love it (school). I like working there. It's nice – you can help other kids with stuff.

I like math and reading.

Gym. Art.

Science.

Do activities. Teachers like to help us.

A7. Scholar survey: open-ended comments – What do you dislike about school?

What do you dislike about school?

Nothing. (13 respondents)

Social studies.

Language arts, community (group work).

When we have to reread and reread over and over again because kids keep getting the words wrong and they get the answers to questions wrong.

Math (4 respondents)

Homework – lots of it. Doing the same stuff everyday.

When we don't read, when we put heads down because other kids are bad.

Social studies.

**A7. Scholar survey: open-ended comments – What do you dislike about school?
(continued)**

What do you dislike about school?

I don't know. (3 respondents)

Hard work.

Art.

When it's difficult for me. Like when we read a story about segregation (Thurgood Marshall and Equal Rights) when the words are too hard for me.

Kids make fun of my name.

Nothing really.

When gets in trouble (fighting).

The behavior room (where someone gets sent when they're bad).

When kids are talking while the teacher is working.

Science.

Math. CCC Lab (computer lab). Sometimes I don't feel like doing my work and then it doesn't get in on time. Detention. Getting my picture taken.

The teachers.

None.

Nothing – I always liked it.

Where I have to write spelling sentences because I can't think of what to write.

Science and social studies

Don't dislike anything.

Reading (already know how).

Some people at school.

Gym is only once a week. I don't like art (drawing).

Recess. Because than you don't get your work done very much.

Humanities class.

Math, health.

Reading and science.

A8. Scholar survey: open-ended comments – What activities are you involved in?

What activities are you involved in?

No response. (13 respondents)

Sport – soccer.

Basketball, karate, The City, Inc.

Soccer.

Patrol, ballet, piano lessons, art.

After school program for homework and games. Girl Power (we make stuff and we go on field trips). Dance class. I do things with my “Big Sister” (Big Sister program).

Singing class, after school musical.

Karate, Church, Spanish class, art class will be starting soon.

Math club.

Sport – soccer.

Sports – soccer, kickball.

Pals – basketball, field trips. Cargill.

Church, karate, MacPhail Music school.

Basketball, cooking class.

Karate, ballet.

Basketball, football, baseball.

Karate.

Church.

Youth Club at Church.

Hockey, bowling, football, tennis, swimming, going out to movies, going out to dinner, going out to the mall, going to valley fair, volleyball.

Wrestling. Church camp – overnight. Freedom school – summer program and academic and social justice and field trips.

Playing tag, football.

After school karate. After school toy making program. Church. Music lessons in percussion.

Boy Scouts.

Piano. Dance (2 classes, hip hop and ballet). Big Brother/Big Sister.

After school club. Home work club.

Basketball, dance class.

Church.

Football, basketball, swimming, soccer.

Play soccer.

**A8. Scholar survey: open-ended comments – What activities are you involved in?
(continued)**

What activities are you involved in?

Swimming lessons at YMCA. YMCA leadership program. Community garden program.

Basketball, instruments.

Sports (basketball), football.

Sports – football.

Soccer, baseball, football, kickball.

Church; I go to the public library. I went to summer school – we learned math, reading, and science. I'm starting music lessons to learn to play instruments.

None.

Football. Hockey. Swimming.

A9. Scholar survey: open-ended comments - What are your three favorite things to do when you are not in school?

What are your favorite things to do when you are not in school?

Watch TV, play computer, watch movies.

Eat, watch TV, visit with family.

Play outside, play with toys, go on trips.

Do homework, talk to mom, watch TV.

Play with my brother (13 years old). Do my homework. Go to my mom's latchkey program and play with the kids there.

Read. Play sport – basketball. Play computer.

Sing, teach my sister, watch TV.

Drawing, watch TV, play video games, go to movies.

Go to the Mall of America.

Read, play basketball, play baseball.

Watch TV, read a book, play games (e.g., video games with brother and sister).

Going to the park. Reading books (sometimes). Watching TV.

Go to after school program. Spend time with my teacher. Take care of my brother.

Play games (game boy). Watch TV for one-half hour. Read, coloring.

Watch TV. Play games. Go to library.

Play outside – tag. Watch TV. (Nothing else, really.)

Read, play with siblings, helping brothers with homework.

Play outside. Sleep over at friends.

Play tag outside with my friends. Play board games. Run around with my little sister and play.

A9. Scholar survey: open-ended comments - What are your three favorite things to do when you are not in school? (continued)

What are your favorite things to do when you are not in school?

Sleep, go to restaurants with family, watch movies with family.

Play with baby dolls. Play with sisters. Go over to friends' and family's houses.

Play sports, play video games, go to places that are fun (e.g., Mall of America).

Play with my friends. Watch TV. Have a snack.

Go on internet. Call my friends so they can play with me. Play with little sister and brother and watch a movie.

Ride my bike. Play with friends. Play with my niece.

Riding cars. Drawing pictures.

Play with friends. Watch TV. Eat.

Football, movies, tennis.

Wrestling, bike riding, rollerblade.

Play video games. Go outside and play tag. Play football.

Watch motocross races on TV. Swim. Running.

Play on the computer. Watch "Home Alone." Play with my dog.

Go places – like roller gardens. Go swimming. Go sledding.

Ride a bike. Play with puppy. Watch movies.

Basketball, dance, playing with other kids, e.g., playing school.

Play with cousin. Play with brother. Sleep over at cousin's house.

Play outside. Play video games. Just hang around and watch TV and talk.

Play Nintendo, watch TV, read a book.

Swimming, rollerblade, go shopping.

Planting flowers and vegetables. Playing on computer. Playing outside.

Play game (dream cast). Play basketball. Play football.

Play sports. Ice skating. Go to my mom's house on the weekend where I play games.

Draw pictures. Play outside. Reading.

Talk to my friends. Read. Play games.

Swim. Tennis. Music.

Go the library, and I like to read books. I like to play soccer. Watch kids movies in the theater or on TV.

Drawing. Watching TV. Play with sibling.

Play with sister. Jump on bed. Play basketball.

Play with little brothers. Play station. Play with friends.

Sleep, eat, and play around.

A10. Scholar survey: open-ended comments - What new activities would you like to try? (winter 2001)

What new activities would you like to try?

No response. (15 respondents)

Football, soccer, kickball.

Ice skating, hip hop dancing.

Practice on a guitar.

Science, more math.

Soccer, hockey, skating.

Football, basketball.

Basketball, reading, football, baseball.

Skating, music, and drawing.

Football, basketball, karate.

Membership at YMCA.

Ballet.

Ice skating, karate, swimming.

Scouts, basketball, volley ball.

Tennis.

XC skiing, snowboarding.

Basketball team. Membership at YWCA (go swimming).

More timetables.

Ice skating, sports.

Basketball, baseball and softball.

Boy Scouts, bungee jumping (if mom would let me), swim lessons.

Motocross.

Do the flute again (broke – can't find it). Learn how to play soccer. Play fair (don't hog everything).

Practicing swimming. Basketball, cheerleading, skiing.

Singing.

Kickball.

Computer lessons. Swimming – diving.

Riding in a limousine. When probed about school activities, "I don't know exactly, I like lots of stuff."

Boxing, karate.

Wrestling.

Basketball.

Volleyball.

Basketball.

I'd like to take swimming lessons. I'd like to go somewhere and be a good soccer player and a good reader too.

Gymnastics.

Basketball, soccer, football.

A11. Teacher survey: open-ended comments – do you have additional comments about the tutoring? (fall 2001)

Do you have any additional comments about the tutoring?

Student is enjoying the tutoring

The scholar seems to like it. He (the student) is willing to leave the classroom to go to tutoring even during free time. It seems to be a good program.

The scholar seems eager to go to tutoring.

Good communication between teacher and tutor. Student loves going to tutoring.

Student likes the tutor.

He's excited to get with her and he shows me that he is doing well in the tutoring tasks.

Student enjoys tutoring.

The scholar is eager to be tutored. She likes it.

Student seems to like it and looks forward to it.

He's always comfortable in the class to go. (I think he looks forward to it.)

The scholar and other kids love the tutoring and the program.

Kids seem to be enthusiastic about tutoring.

Tutoring has had academic or social benefits

It seems to be a positive experience academically and socially.

Unable to judge quality of tutoring because the (teachers) aren't there.

Benefits of Cargill program have been the adult involvement and caring, not so much the tutoring.

It is too soon to tell if the tutoring is helping academically. Tutoring seems to have improved her confidence and self-esteem. Student is proud of Cargill Scholars program.

The scholar seems to be more focused as a result of tutoring. Because tutoring takes place in another part of building, I don't know what they are doing.

We just did a CBM reading test and the scholar already showed a lot of growth. She's very positive about the tutor, very eager, likes the special help and likes the tutor personally.

Benefits seem to have been more in the development of [SCHOLAR's] attitude and self-confidence. (Rather than academics.)

Social benefits of tutoring are outstanding. (He's really deficit in social skills.) Academic benefits of tutoring are hard to see because he's a tough case.

The scholar has shown major improvements academically due to the tutoring.

Still hard to tell if tutoring is making a difference.

Tutoring should not be done during class time

I wish it could be before or after school. The tutoring takes too much time away from class. In other respects the tutoring is fine.

Teacher wasn't aware that the students would be tutored during the school time – it was hard to take the time out of regular classes. It would have been better if teachers had been more informed about the tutoring schedule right from the start.

A11. Teacher survey: open-ended comments – do you have additional comments about the tutoring? (fall 2001) (continued)

Do you have any additional comments about the tutoring?

Tutoring should not be done during class time (continued)

Prefer the scholar not to be pulled out during school time for tutoring.

Pulling kids out of regular day is a real conflict of interest. We (the teachers) are responsible for their progress and development in class. Teacher feels that tutoring should be before or after school. Tutoring might be more helpful as an addition to school, so she wouldn't be missing class. Seems like there is too much tutoring because it's during the day and takes away from class.

It concerns me a little bit that scholar is missing so much class time. However child's ESL teacher is enthusiastic about the tutoring.

Tutors have positive qualities

The tutor is excellent.

The tutor is very good, on time, personality, she smiles.

Tutor works well with the scholar.

I just think it's great, the tutor is great. He always comes on time and the kids are ready and eager. It provides more one-on-one instruction which is great. I wish this tutoring were available to more children in my class.

Tutor seems good, she's consistent.

There should be more interaction/communication between tutors and teachers

The tutor has been here only once thus far. I would like to know what they're working on. I would like the tutor to let me know what they are working on and let me help with what he needs.

I don't have an opportunity to speak with the tutor and learn what she's working on with scholar. It would be helpful to be able to communicate with the tutor about what's being covered in the tutoring. Then I could supplement this effort and coordinate.

Teacher would like a chance to sit down with tutor to ask how it's going and types of teaching styles they're using. Suggest possibly a meeting every two weeks between tutor and teacher.

Teacher would like to be better informed about the tutoring curriculum and progress

Tutoring is not related to classroom needs/success

Teacher wished the tutoring included math as well as reading.

I don't see the transfer of knowledge from the tutoring to any achievement in the classroom.

Tutor seems very nice, but teacher isn't sure that tutoring is related to child's actual needs at this time. (Tutor should tailor lessons, not teach from a form or book.)

He's working on a remedial reading program with the tutor and he doesn't need it. He's a good reader.

Comments regarding frequency/schedule of tutoring

I think tutoring should be more than twice a month.

In the beginning, the tutoring scheduling was erratic.

A11. Teacher survey: open-ended comments – do you have additional comments about the tutoring? (fall 2001) (continued)

Do you have any additional comments about the tutoring?

Tutoring is not related to classroom needs/success (continued)

It seems to be going very well. The times the tutor has arranged are working out very well.

No comment/do not know

No other comment.

No. (6 respondents)

No response.

Other

I have passed the tutor some messages about help that the scholar needs, and she has responded in writing.

I'm enjoying the program. I think the program is good for scholar.

I wish the scholar was here more often to take advantage of tutoring. She has missed some.

The scholar isn't doing the tutoring. She's in an extra reading program instead (2 times a week).

The tutoring is helpful, but it would be helpful to provide resources like a bookcase full of books for a student like this. Also, camps or space camp for kids like this would really make a difference. Language camp would be great too. Resources to get out and see what careers are possible.

[program manager] doesn't take the job seriously. [program manager] comes in late, misses appointments, and isn't professional. [Program manager] did an "IEP" over the phone in two minutes, which I (teacher) don't think is appropriate or legal.

Teacher wasn't aware that she would be so involved in Cargill program. Teachers should know on the front end that there will be time involved, what the expectations are. Cargill should explain what teacher's role is.

A12. Teacher survey: open-ended comments – do you have any other comments**Do you have any other comments?**

General comments about scholars

At the beginning of the year, the scholar wouldn't answer math/reading questions, but now she will.

He's a wonderful lad. He's respectful. He's good at math.

Scholar is a bright boy, but he comes in with an attitude and has been very disrespectful to teachers.

Since we got back from winter break, the scholar has improved in his behavior and his homework and his reading. I see good things coming from him that I haven't seen before. I hope it lasts.

Wonderful student – tries despite homework problems.

The scholar doesn't seem like the best kid for this program. Other kids would be more appropriate. Money might be wasted on him. This student seems to have a shell around him. Maybe he's been abused, he's very closed. There are so many more students who would have benefited from this program more than him. Other Cargill students seem to be improving – he's just not taking to it at all. He changed schools. We didn't choose him. The student was a big behavior problem, he shouldn't be in the program.

Student has increased her self-esteem due to the Cargill program.

Comments about families

General lack of parental support (in certain kids) hurts the program.

Guardian would be at school for everything if she could be there, but can't, due to physical disability. "The grandmother (guardian) is a saint." The guardian really encourages student in academics.

I think the scholar is a very good candidate for the program. He's from a really large family and really needs the extra help that he's getting.

I've written in every weekly report that parents should come and see me. The parents never come and usually scholar doesn't even bring back the report signed.

The scholar's mother has been very sick and I think it's very positive to have this extra tutorial help for right now.

Comments about Cargill program/staff

Wish there could be more minority mentors for role model and motivation. Perhaps Cargill could connect minority "teachers in training" to mentor program. Perhaps they could be paid, or if not, they could receive credit (college) or volunteer credit. Perhaps teachers could be recorded (i.e., audio tape) for this study, to help get all the comments.

Cargill could go after grants for scholarships like camp or exposure to careers. Also, music is a great idea. I'm glad they're doing the lessons soon. Cargill should really push that.

Seems like a good opportunity for student. Teacher worries that kids might feel undue pressure. Not sure if scholar was right kid for program.

Seems like he has a good opportunity.

Teacher thinks the scholar is lucky to be involved. The scholar is talking about going on Cargill-sponsored trip and is excited. The scholar tells teacher about activities.

A12. Teacher survey: open-ended comments – do you have any other comments (continued)

Do you have any other comments?

Comments about Cargill program/staff (continued)

Thankful for one-on-one attention.

The activities the children attend as part of the Cargill Scholars program are very valuable and serve as strong motivators for the scholars.

The program in general. She's lucky to be in it. Teacher feels like she (teacher) has to do a lot of work for the program (time and energy). It would be nice if all these requests for our time could come from one person, one contact.

The tutoring is important for the social development, English skills and (then) as a secondary item, academics.

Comments about tutoring

The tutor is wonderful and flexible.

It would be nice to communicate more with tutor about progress (esp. about what's going on in tutoring).

Teacher isn't sure if [program manager] is licensed teacher. [Program manager] doesn't seem to know anything about education – just seems to “flit in and out” like proud to work for Cargill, but doesn't take job responsibly at all. Also, teacher has no idea what's going on in tutoring sessions, and doesn't know if they are helping at all.

Would like more communication between tutor and teacher. Such as updates on how the scholar is doing in tutoring sessions.

Other comments

No response. (10 respondents)

No. (15 respondents)

Some of these questions are so hard to answer (esp. SSRS) because teachers don't see these behaviors in class.
