Cargill Scholars

Annual results summary

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Summary

Cargill Scholars is a comprehensive, five-year program that aims to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program serves 50 socio-economically-disadvantaged children who attend school in Minneapolis or its northern and western suburbs. The program provides the following services: (1) facilitation of services; (2) academic tutoring; (3) off-site opportunities; (4) participation in organized group and individual out-of-school activities and musical instruction; (5) parental exposure to ways of being involved with education; and (6) participation in positive relationships with mentors and program coaches. This report summarizes the evaluation results collected during the 2002-03 program year.

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 second year of the program through the following strategies:

- In-person interviews with 46 scholars (92%) between September and October, 2003.
- In-person or telephone interviews 46 parents (92%) between September and October, 2003.
- A combination of telephone interviews or mailed surveys with 48 of the scholars' teachers (96%) in the fall of 2002 and with 49 of their teachers (98%) in the spring of 2003.
- 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

The Cargill Scholars program serves a demographically diverse group of 50 students. Twenty-six clients (52%) were female. Almost half of the participants were African American (46%). Other ethnic groups represented included Asian Pacific Islander (16%), Latino (12%), American Indian/Alaskan Native (8%), Caucasian (8%), African Immigrants (6%), and Multiracial (4%). All scholars were in fifth grade during the 2002-03 program year.

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." Each spring, the Cargill Scholars program coaches completed these checklists for each scholar.

Most scholars (70%) were described as exhibiting four or fewer characteristic, suggesting that the Cargill Scholars are generally at low risk for a variety of problem behaviors. More than half of the scholars (54%) lived in families headed by a single parent. Other relatively prevalent characteristics were chronic economic distress (44%), parental divorce or separation (34%), and distractibility or attentional deficits (24%). Eighteen percent were identified as having a history of low academic performance.

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. The services provided to the scholars in 2002-03 can be summarized as follows:

- On average, each scholar received more than 53 hours of tutoring.
- While the average number of hours of music lessons scholars received increased from 5 in 2001-02 to 19 in 2001-02, one-fifth of the Scholars did not receive any lessons.
- On average, scholars received 26 hours of academic activities and 22 hours of sports activities; participation in art, music, and other activities was relatively infrequent.
- Most scholars (84%) attended at least one Cargill Scholars activity.
- On average, scholars' families attended two activities.

- On average, coaches had 19 progress meetings for each scholar; few other meetings with coaches were reported.

- At the end of the second program year, 24 scholars had been matched with mentors.

Outcome evaluation results

Social competency

According to the Social Skills Rating Scales results, most scholars demonstrate positive social skills. In summer 2003, most scholars (85 to 90%) were rated by both parents and teachers as having average or better total social skills than their peers. At least 80 percent were rated by parents as having average or better skills in the areas of cooperation, assertion, self-control, and responsibility. The highest rating was reported for responsibility, with scores in this area increasing significantly over time. Teachers, in contrast, were most likely to rate scholars positively in the area of self-control, with 94 percent rated as showing average or better skills. Seventy-nine to 83 percent of the scholars received these ratings in the areas of cooperation and assertion.

The Social Skills Rating Scale also assesses behavior problems. Most scholars were rated by parents and teachers as showing average or fewer problems than their peers. Less than 10 percent of the parents rated scholars as showing more internalizing problems, externalizing problems, and hyperactivity than others. Overall, there were no significant trends in parent ratings, though scholars had significantly lower hyperactivity scores in summer 2003 than they had the previous summer. In spring 2003, teachers rated 87 percent of scholars as showing average or fewer total problem behaviors.

Similarly, scholars were described by teachers as having positive classroom behaviors, though decline has been seen in some areas. In spring 2003, almost-two thirds of the scholars (65%) were described on the Social Skills Rating Scale as falling into the top 30 percent of the class in terms of classroom behavior (compared to 77% the previous fall). At least 72 percent of the teachers rated scholars' behavior as good or better in the areas of showing self-control, accepting responsibility for their own behavior, and interacting well with other students. Ratings of demonstrating self-confidence were somewhat lower. The percentage of scholars rated as good or better has declined steadily for self-control (from 82% in fall 2001 to 72% in spring 2003). After showing significant improvement in the first year, the percentage rated as at least good for accepting responsibility declined over the last three administrations (from 86% in spring 2002 to 75% in spring 2003).

When asked to rate social relationships and behaviors, both parents and scholars were likely to say that scholars got along with others. Parents were most likely to rate scholars as good or better in the areas of getting along with parents and getting along with peers at school.

Similarly, 98 percent of the scholars said that they get along with other family members, while 88 percent get along with other kids in the neighborhood. Parent ratings of scholars' ability to get along with other family members decreased significantly in the program's first year, but increased significantly in summer 2003. Parents gave scholars somewhat lower ratings in areas such as showing self-control when frustrated or angry and carrying out responsibilities at home.

Most scholars said that they had supportive friends and family members. Eighty percent of the scholars said that they talk to their parents about their feelings at least sometimes. Most scholars (87%) said that they have close friends that they can depend on, though only 59 percent talk to their friends about their feelings at least sometimes.

Several new questions were added to address bullying. Most scholars (89%) said that they did not bully or pick on other kids in the neighborhood or at school. However, 11 percent of the scholars said that they sometimes bully others and about one-quarter (24%) said that they are bullied or picked on by other kids at least sometimes.

Most parents felt that Cargill Scholars helped their children develop positive social relationships and behaviors, especially confidence. All parents said the program helped scholars increase their self-confidence at least a little and most (89%) said scholars' confidence in trying new things had increased since they entered the program. Parent perceptions that the program helped the scholar increase self-confidence were significantly higher in summer 2003 than they had been in either summer 2002 or winter 2003. In addition, almost all parents (98%) felt the program helped scholars improve relationships with peers and work as part of a team. Fewer felt that the program helped scholars compete fairly (88%) or improve relationships at home (84%).

Most scholars also felt that the program had helped them develop social skills and relationships. At least 89 percent said that the program helped them at least a little with friendships, relationships with teachers, responsibility, and fair play. Their perceptions that the program helped them work as part of a team and learn to play fair increased significantly in summer 2003.

One section of the report cards asked teachers to rate students on a variety of social skills. Mean ratings for all seven social behaviors fell between "observed with reminders" and "consistently observed" at all three data points (fall, winter, and spring). In 2002-03, no significant changes in ratings emerged over the course of the school year.

A new measure, the Self-Perception Profile for Adolescents, was added in summer 2003 to assess scholar's perceptions of themselves in a variety of domain areas. Scholars' scores suggest that they have generally positive self-perceptions, especially in the areas of close

friendship, physical appearance, and general self-worth. Scores were slightly lower related to scholastic competence, athletic competence, and behavioral conduct.

Parental involvement in academics

Parents are described by teachers as supportive of scholars' academic efforts. In spring 2003, teachers rated 51 percent of the scholars as falling into the top 30 percent of their class in their parental encouragement to succeed.

Most parents are directly involved in the scholars' education. In summer 2003, approximately 40 percent of parents felt that their level of involvement had increased slightly or significantly since beginning the program. Two-thirds of the parents (67%) reported spending between 1 and 6 hours a week directly involved in education (such as discussing school activities or helping with homework). More than one-quarter said that it is "fairly difficult" or "very difficult" to help scholars with homework, however.

Parents were most likely to talk to their children about school-related topics and check their homework. The average frequency for both of these items fell between "2 or 3 times a week" and "every day or almost every day." They were least likely to take their child to the library. Parents' level of involvement in educational activities at home has remained stable, except for reading to their children, which has declined significantly.

Many parents also attend school and program events. In summer 2003, parents were most likely to report that they attended Cargill Scholars events and visited their child's classroom. They were least likely to attend an athletic event at school or volunteer time at a school event or extracurricular activity. Seventy to 80 percent of the parents reported that they had not done these activities in the previous three months. Teachers agreed that parents were likely to attend parent-teacher conferences, but unlikely to volunteer time at a school event. Ratings of parent attendance have fluctuated over time.

In spring and summer of 2003, almost all parents and teachers (96%) reported speaking to each other at least once in the previous three months about how the child was doing in school. These conversations were generally about positive things that scholars were doing, rather than problems.

While many parents received resources to help them with parenting or to help their child with school, the percentage who used these resources has declined. The percentage of parents who learned about school- or community-based services to help their children with school increased steadily from 31 percent in summer 2002 to 53 percent in summer 2003. Twenty-two percent learned about resources to assist them with parenting. However, the percentage who reported using these resources declined steadily between summer 2002 and

summer 2003, from 86 percent to 48 percent in for school resources and from 56 percent to 0 percent for parenting resources.

Positive relationships with unrelated adults

Most scholars and parents (91%) felt that the program had helped scholars improve relationships with unrelated adults and most scholars (83%) said that they had unrelated adults that they could depend on. These scholars often identified other relatives, such as grandparents, aunts, uncles, and siblings. Some mentioned unrelated adults, such as teachers, friends' parents, or neighbors.

In general, scholars felt that they had adults to turn to when faced with an important decision. Most scholars would talk to their mothers. Other family members were also mentioned, including fathers, siblings, grandparents, aunts, and uncles. Some scholars mentioned friends or teachers. When asked how this person would help them, scholars said that they would provide them with different options, help them figure out a solution, listen to them, and give them advice.

Scholars and parents were asked specifically about scholars' relationships with mentors and coaches. According to both parents and scholars, 59 percent of the scholars had been matched with a mentor through Big Brothers/Big Sisters as of summer 2002. All parents said that scholars had at least a somewhat positive relationship with the mentor; 89 percent said it was very positive. While all scholars enjoyed time with mentors and felt that their mentors listened to them, fewer felt they spent enough time with their mentors or talked to their mentors about their feelings.

Just over 80 percent of both scholars and parents felt that Big Brothers/Big Sisters had made a difference in the scholar's life. Some parents said that the mentors exposed scholars to new activities or experiences. Others said that the relationship made scholars feel special and that it was good for them to receive the attention from a good role model. Some highlighted benefits for the scholars, including assertiveness, communication skills, and patience. Most scholars said that the mentors had helped them learn new skills and improve their attitudes. Others felt that they had benefited from the activities.

Similarly, all scholars said that they enjoyed the time spent with the coach "sometimes" or "all or most of the time." Ninety-four percent felt that the coach listened to them at least "sometimes." Some scholars said that the coaches helped them increase their academic skills or motivation. Others said that they provided encouragement and support. Some scholars said that they received information or went new places. A number of scholars either did not know how the coaches had helped or felt that the coaches had not helped them.

School involvement and success

Scholars' report cards indicated that scholars showed improvements in many academic areas across the 2002-03 school year. While scholars' spring scores were not the highest possible (i.e., there was still room for improvement), between fall 2002 and spring 2003, scholars showed significant improvement in 16 of 19 English language arts domains and in 12 of 18 mathematics domains. Significant improvement was not seen in ratings of social studies or health skills.

Some improvement was also seen in standardized test scores. Results from the Peabody Picture Vocabulary Test show an increase in the percentile rank for receptive language, from 20.2 in fall 2001 to 25.4 in spring 2003. Test age increased for both expressive language (from 7.6 in fall 2001 to 10.1 in spring 2003) and receptive language (from 7.4 in fall 2001 to 10.2 in spring 2003). Some improvement might be expected with increased scholar age. In the first year of the program, significant improvement in reading was seen on the Wide Range Achievement Test. Improvement in the second year was not as dramatic. The percentage of scholars who met or exceeded grade level increased from 34 percent to 52 percent and the average grade level increased from 4.5 to 5.1. For arithmetic, the average grade level increased from 4.4 to 5.4 while the percentage of scholars who met or exceeded grade level increased from 38 to 40 percent.

Data were obtained from the Minneapolis public schools at the end of 2002-03 academic year to compare academic status of Cargill Scholars to other similar youth. Despite the improvements seen in report cards and test scores, there were no statistically significant differences between the math and reading scale scores for Cargill Scholars and a matched comparison group.

Teacher ratings indicate that many scholars were continuing to struggle some academically. Most scholars were rated as demonstrating below average or average academic competence. The percentage of the scholars rated by teachers as showing average academic competence has increased from 38 percent in fall 2001 to 48 percent in spring 2003, while the percentage rated as below average decreased from 62 percent to 50 percent, however.

Twenty-eight percent of the scholars were rated as falling into the top 30 percent of the class in terms of mathematics, while 23 percent were rated in the top 30 percent in terms of grade-level expectations in math. Ratings of reading performance have shown some improvement. In spring 2003, teachers rated scholars' overall motivation to succeed fairly high, with 57 percent rated as falling into the top 30 percent of their class.

In spring and summer 2003, all parents and 95 percent of teachers said that scholars put at least a little effort into their schoolwork. More than three-quarters of the parents (76%) and 59 percent of the teachers said that the scholar put a lot of effort into their work. School

adjustment was also rated highly, with almost all parents (95%), and 77 percent of teachers, rating scholars as having at least somewhat positive adjustment.

In summer 2003, 98 percent of scholars were rated by parents as having "good" or better attendance. Teachers also rated most scholars (94%) as having good or better attendance. Ratings were fairly stable across the second year of the program, but were lower than they had been during the first year. While overall there has not been any significant trend in ratings, the average was significantly lower in winter 2003 than it had been in winter 2002. Fifty-eight percent of the parents said that the program helped the scholar improve attendance at least a little.

More than three-quarters of the scholars (78%) have a library card and almost two-thirds (63%) go to the library at least twice a month. These results are similar to those obtained the previous winter, but are higher than those obtained the first year, when about half of the scholars said that they went to the library twice a month. Overall, there has not been a significant trend in ratings for this item.

Almost all parents (98%) felt that it is at least somewhat likely that scholars will attend post-secondary education. Eighty-three percent of parents said their child would definitely attend college, compared to 76 percent for each of the first three data collection periods. Parents felt that scholars need support or assistance in order to attend, including financial support, ongoing encouragement, academic assistance, and positive role models. Almost all scholars (91%) said that they would attend college; the remaining scholars thought that they might attend.

Most parents (93%) felt that the program helped scholars develop new career ideas. Fifty-seven percent of parents said that their child had talked about possible future careers in summer 2003. Most scholars identified a career goal, including athletes, doctors, lawyers, entertainers, artists, and teachers.

Teachers rated scholars positively in areas such as respect for teachers and for materials and equipment. The behaviors with the lowest ratings assessed demonstration of initiative and skills in the areas of writing, math, reading, and studying. While teachers' ratings of five behaviors increased significantly in 2001-02, there were declines in their ratings of scholar math skills and respect for teachers in 2002-03.

Scholars also tended to rate themselves positively in terms of their school behavior, especially trying their best, following directions, following school rules, and liking to learn new things. Almost three-quarters of the scholars (74%) said that they do not get in trouble at school. Over time, scholars' ratings of the amount that they enjoy school and the frequency with which they ask for help when they do not understand something have increased significantly.

Overall, most scholars were able to identify resources for homework help. Parents were mentioned most often. However, the percentage of scholars who said they ask their parents for homework help decreased steadily from 76 percent in winter 2002 to 41 percent in summer 2003. The average rating has also declined significantly. Other common sources of support included other family members and teachers. Several scholars mentioned services such as after-school programs.

Most parents felt that Cargill Scholars had helped youth improve academically, including enjoying learning new things, improving grades, and improving math and reading skills. Parents' perceptions that the program had helped scholars develop skills in math, reading, and writing increased significantly over time. Scholars were most likely to report that the program helped them enjoy new things and improve their study skills. Parents were somewhat less likely to feel that the program had helped scholars complete school assignments on time and increase class involvement. Scholars were also least likely to say that the program helped them complete schoolwork on time, with 20 percent saying the program had not helped with this behavior.

Scholar pursuit of individual and group interests

In summer 2003, 63 percent of the scholars said they were involved in activities outside of school. This figure is lower than that obtained during any of the three previous surveys. Sports were listed frequently, especially basketball, football, swimming, and soccer. Music lessons were also mentioned frequently. More than three-quarters of the scholars were interested in trying new activities. Sports were most frequently mentioned.

According to parents, most scholars (89%) have developed new skills, interests, or hobbies since becoming involved with Cargill Scholars. This response is higher than the 79 percent of parents who said their child had developed new interests six months earlier. Almost all parents (94%) and scholars (95%) felt that Cargill Scholars helped scholars develop musical skills at least a little. Most parents (93%) said that the scholar practiced their musical instrument, with most practicing between one and four days a week.

Other measures

Changes in family relationships. About one-third of the parents (35%) said that they had seen changes in their parenting behavior with the scholar. Some described changes in their interactions with scholars, including increased patience and improved discipline. Others said that they were more involved with the scholar. Ninety-three percent of the parents have other children at home besides the scholar. Of these parents, one-third said that there have been changes in their behavior with these children since they became involved with the program. Parents generally described similar types of changes as they had reported

regarding the scholars. A few parents said that their other children were feeling left out or neglected because they were not receiving the same services.

Scholar emotional well-being. Most scholars reported positive emotional well-being. In summer 2003, 61 percent of the scholars described their mood in the past 30 days as "very good" or "excellent." The remaining 39 percent said that their mood was "up and down a lot." Twenty-two percent of the scholars said that they felt sad some of the time in the past 30 days, while 26 percent said that they sometimes felt nervous, worried, or upset. Most scholars reported experiencing little to no stress or pressure.

Alcohol and drug use. In summer 2003, none of the scholars reported using any alcohol or drugs in the last 30 days. They also reported that they had not smoked any cigarettes.

Concerns about middle school. In summer 2003, 39 percent of the parents had concerns about the scholars' upcoming transition to middle school, such as adapting to a new school, being able to complete schoolwork, and making new friends. Most scholars looked forward to the transition. They were especially excited about learning new things and taking new classes. Most scholars were not worried about starting sixth grade, though some worried about their ability to do the harder work or to get to work on time.

Process evaluation

Scholar removal from program

During the second year of the program, two scholars were removed from the Cargill Scholars program. One scholar moved out of state. The other was terminated due to a lack of family support for the program, a failure to attend required program activities, and inappropriate behavior at activities. This scholar was terminated from the program after failing to make improvements during a probationary period.

Program accessibility

For all accessibility items except for parental input in selecting activities, all parents rated each feature as at least "OK" in summer 2003. 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, the convenience of the service times, and the convenience of the service locations.

During previous survey administrations, parents provided relatively low ratings related to their level of input in selecting activities. In summer 2003, improvement in this area was

seen. Eighty-four percent of the parents rated their level of input as at least "OK" in summer 2003, compared to 62 percent the previous winter.

Almost all parents (96%) rated their satisfaction with the amount of service received as at least "good." Just over three-quarters of the parents (76%) rated the level of service as "very good" or "outstanding." Almost all parents (98%) reported that scholars were receiving the right amount of service to meet their needs. The one remaining parent said their scholar needed more, rather than less, service.

Most parents (93%) also agreed that scholars were receiving the right kinds of services to meet their needs and interests. A few parents requested computer courses, testing, and programs with animals. One parent requested assistance with transportation.

Cultural competence

Parent ratings of the cultural competence of the program was high. For all four items assessing cultural competence, at least 95 percent of the parents gave ratings of at least "OK." At least two-thirds of the parents gave ratings of "very good" or "outstanding." There have not been any significant trends in these ratings over time.

Stakeholder satisfaction

Parent satisfaction

Parent satisfaction with program activities was high. In summer 2003, virtually all (98% to 100%) parents rated the end-of-year trip, trips to the Science Museum, science camp, tutoring services and both individual and group activities as "good" or better. Opinions of the summer academy were mixed. While the average rating for this item fell above "very good," 22 percent of the parents gave ratings below "good." The two items with the ratings assessed events for parents and family meetings with the coaches, though the average ratings for these items still fell above "good."

Some changes have been seen in ratings of program quality. While parents' ratings of the quality of the music lessons increased during the second year of the program, decreases were seen in some other activities, including family meetings with coaches, the end of year trip, trips to the Science Museum, science camp, and time spent with mentors.

Most parents (89%) attended at least one parent meeting, an increase from 75 percent in winter 2003. Of those parents, 73 percent said that they found the information presented at the meeting very useful and 22 percent found it a little bit useful. Most parents found the parent meetings helpful in providing information about the program and educational issues.

Some wanted more information about teen issues, such as drugs. Others requested information about other services that may be helpful to their scholars.

Almost all parents (98%) rated their overall satisfaction with the program as at least "good." Half of the parents rated the program as "outstanding" and 33 percent rated the program as "very good." Two-thirds of the parents (67%) said their child has a very favorable response to the program; another 30 percent described their response as favorable. Satisfaction with the coaches and other staff was also high, with an average rating of "very good."

Most parents identified the program activities, especially tutoring, as the most positive feature of the program. 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. Several parents specifically said that their child had gained confidence and motivation. 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.

Scholar satisfaction

Almost all scholars (96%) enjoy being in the program; the remaining scholars enjoy it "sometimes." Almost all scholars enjoyed program activities, especially the end-of-year trip, the group activities, and the trips to the Science Museum. Satisfaction with the summer academy received the lowest rating, though 85 percent of the scholars did enjoy this activity. Scholars' satisfaction with tutoring has declined significantly, while their satisfaction with the end of year trip, trips to the Science Museum, and individual activities, classes, and lessons all increased.

Almost all scholars (94%) were satisfied with the progress they made towards their goals while in the program. Compared to the winter 2003 survey administration, fewer scholars in summer 2003 said that they had earned incentives (57% compared to 71% the previous winter), and fewer said that earning incentives was very important to them (54% compared to 60% the previous winter). In summer 2003, the percentage who earned incentives declined from 71 to 57 percent. Forty-four percent of the scholars said that earning incentives is very important to them, compared to 60 percent the previous winter.

When asked what they liked best, by far the most common response was that scholars liked the field trips, including the end-of-year trip. They also mentioned enjoying other activities, including tutoring and music lessons. Some scholars described other benefits of the program, including making new friends and developing new relationships with adults. 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.

Teacher satisfaction

Teachers expressed high levels of satisfaction with the tutoring that scholars received. They were most satisfied with the quality of the tutoring, with 91 percent rating it as "good" or better. Eighty-one to 86 percent of the teachers also rated the benefits of the tutoring, the time of the day the tutoring was provided, and the frequency of the tutoring as at least "good." When asked abut the benefits of tutoring, some teachers said that the tutoring had been helpful in improving academic skills or in promoting other benefits, such as motivation or confidence. As was the case during the program's first year, teachers also expressed some concern with the tutoring, especially their level of communication with the tutors.

Most teachers also expressed satisfaction with their relationship with the program coaches. Most felt that the quality of their relationship with the coaches and the frequency of their communication was "good" or "very good."

Overall, most teachers identified benefits of the program for scholars. Many teachers said that there had been changes in academic skills. While some said there had been specific academic gains, others mentioned improvement in 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.

Recommendations

Overall, the results from the second year of the Cargill Scholars program indicate that scholars are generally performing well in all outcome areas. Scholars continue to demonstrate high levels of social competence, including positive behaviors at home and at school and strong relationships with family and peers. The majority of the parents are involved in scholar's education, including assistance with educational activities at home and attendance at school events. Most scholars had positive relationships with unrelated adults, including their Big Brothers/Big Sisters mentors and their coaches. There have been improvements in scholars' academic skills, though results have been mixed. Many still exhibit lower than average performance and data provided by the Minneapolis Public Schools did not yield any differences in district test scores between scholars and a matched comparison group. Most scholars are involved in a range of extra-curricular activities.

Parents and scholars continue to express high satisfaction with the program, including the staff and the activities. Parents report that the program is generally providing the right amount and the right kind of services. While satisfaction ratings are generally positive, there has been a decline in parent satisfaction with some activities, however, as well as with the program overall. In contrast, scholars' satisfaction with some of these same activities has increased. Teachers also reported high satisfaction with the quality of the tutoring, though they continue to wish for more communication with tutors.

While, overall, most results are positive, the following suggestions emerge for further consideration by program staff:

- Scholars continue to demonstrate social competence, though there has been some decline in ratings of their classroom behavior, including self-control and responsibility. While ratings were still positive, further efforts to help scholars develop these skills may be important.

- Results from the Self-Perception Profile for Adolescents suggest that the scholars have generally positive views of themselves. To maintain or enhance these perceptions, the program should continue to provide opportunities for scholars to have positive experiences in areas such as scholastic and athletic competence.

- While the program has been successful in its efforts to provide resources to parents, the percentage of parents who used these resources has declined fairly dramatically. It is possible that there are barriers preventing families from using these resources or that the resources are not a good match with the needs of families. Further efforts to clarify the resources needed by parents and to address these needs may be important.

- As scholars proceed further in school, parents may have increased difficulty in helping scholars with homework. The program may want to consider additional opportunities or resources for scholars who may require assistance with their work.

- At the end of the program's second year, many scholars still did not have a mentor. Subsequent efforts have already taken place to recruit additional mentors and match more scholars. In order for the scholars to receive the full benefits of mentoring, it will be important to match as many scholars as possible in the near future.

- Most scholars and parents feel that scholars are likely to attend post-secondary education. However, parents continue to express concern that they will face significant financial barriers. The program is encouraged to continue providing information and education to parents, including options for funding post-secondary education.

- While scholars are demonstrating academic improvement, the results were less positive in the second year than they had been the first year. Staff and tutors are encouraged to continue to focus on strategies for enhancing academic development.

- Overall, scholars are attending school regularly. However, attendance was lower during the second year than it had been the first year. Because attendance is a strong predictor of academic success, staff are encouraged to monitor scholars' behavior in this area to ensure that attendance is maintained.

- Most scholars continue to be interested in trying new activities. Many scholars are both interested in sports and participating in sports. However, many scholars also expressed interest in other activities, which were provided less frequently. As scholars move through middle school, their interests may also shift. Staff may want to review the list of activities generated by scholars to identify future activities or services.

- As the scholars mature, it will be important for the program to continue providing speakers and resources relevant to the issues faced by the youth. Parents continue to express interest in information about adolescent issues, such as drugs.

- In addition to parent meetings, the program may also wish to consider similar meetings or activities for the scholars. Most are not currently demonstrating significant emotional or behavioral issues, though some are experiencing moodiness, sadness, or nervousness. Providing youth with opportunities to discuss these issues or to receive resources and support may help ensure that emotional or behavioral concerns do not grow to exceed those experienced by most adolescents or interfere with the gains scholars have made thus far in the program. Other topics to consider may be bullying and substance use.

- In the program's first year, parents expressed concern related to their level of input in selecting activities. They were more satisfied in the second year. Staff are encouraged to continue to focus on this issue, as this may not only promote parents support for the program, but may also increase their ability to serve as advocates for their children.

- Some parents mentioned jealousy on the part of scholars' siblings. As scholars become older, it is possible that these issues could disrupt positive family relationships. The program might want to consider additional opportunities for siblings.

- Staff are encouraged to review the ratings of scholars and parents related to specific activities and to consider options for modifying activities accordingly. In the second year of the program, some scholars and parents expressed lower satisfaction with the summer academy, parent meetings, meetings with coaches, trips to the Science Museum, and science camp.

Introduction

Description of the Cargill Scholars program

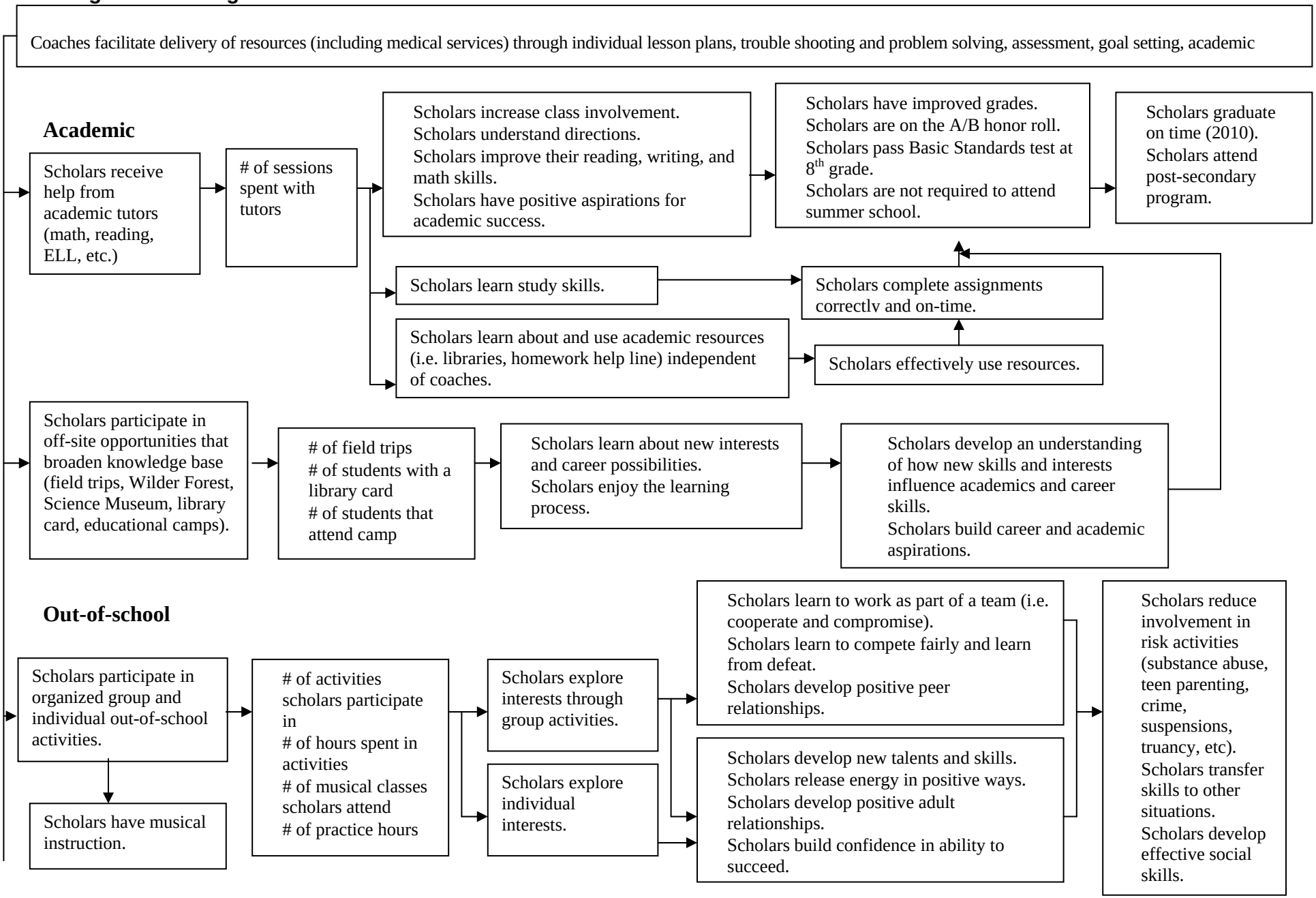
Cargill Scholars is a comprehensive, five-year program that aims to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program serves 50 socio-economically-disadvantaged children who attend school in Minneapolis or 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. This report summarizes the evaluation results at the end of the program's second year, the 2002-03 school year.

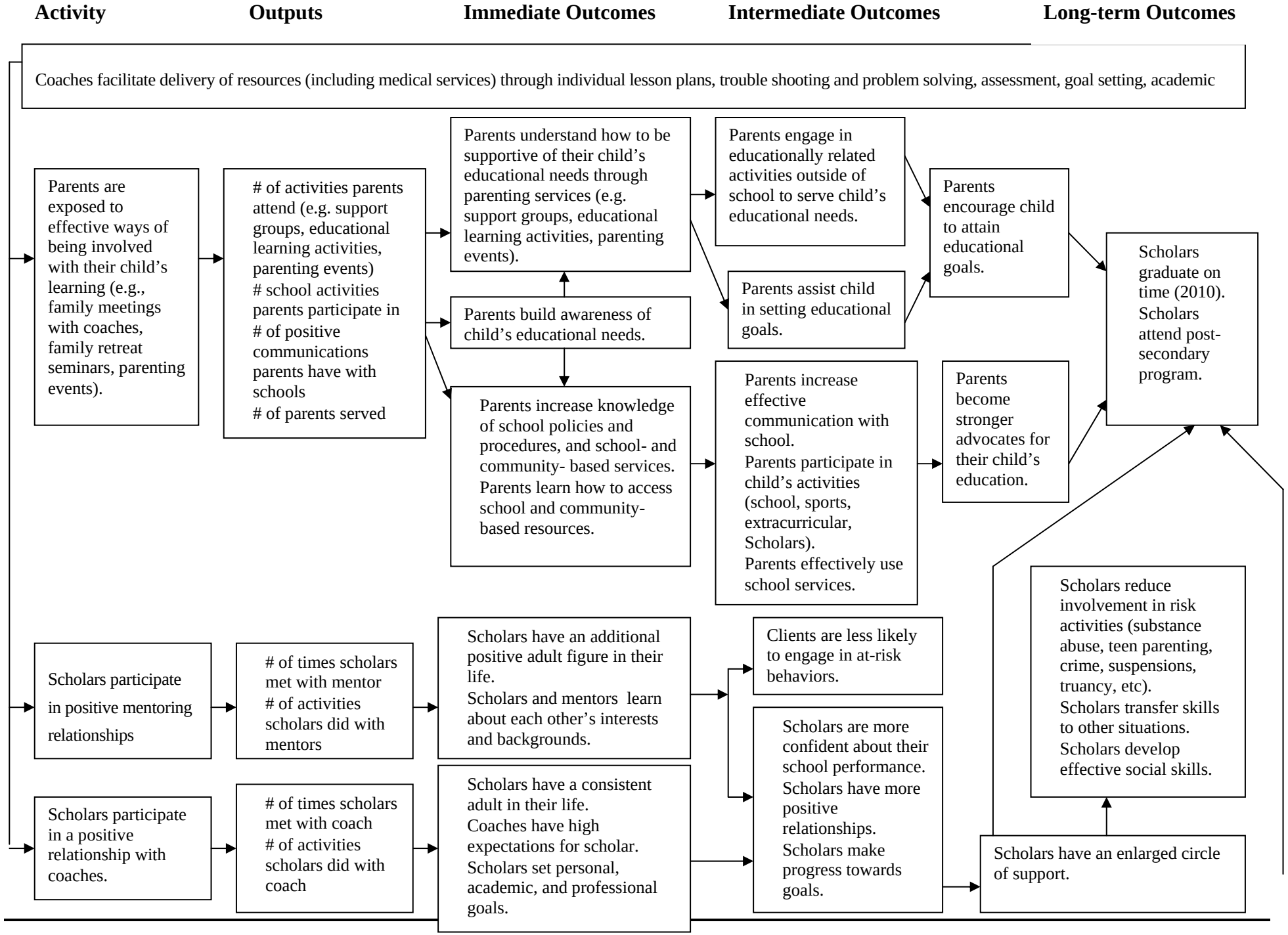
The alignment between program activities and outcomes for scholars was established through the creation of a logic model (see Figure 1). As seen in this model, Cargill Scholars provides the following categories of services to scholars:

- Facilitation of service delivery (including medical services) through individual lesson plans, trouble shooting and problem solving, assessment, goal setting, academic intervention, and scholar recognition.
- Help from academic tutors (math, reading, ELL, etc.).
- Off-site opportunities that broaden their knowledge base (e.g., field trips, Science Museum, 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.
- As was noted in a previous report, it will be important to ensure that extrinsic incentives are replaced over time with more intrinsic forms of motivation. Continued efforts in this area are important, especially due to the declines in the percentage of scholars who earned incentives and who said that earning incentives was very important.

- Across the first two years of the program, teachers have expressed concerns related to their level of communication with the tutors. While increased levels of interaction can be difficult due to scheduling limitations, tutors are encouraged to continue their efforts to maintain ongoing communication with teachers.

1. Cargill Scholars logic model




Activity
Outputs
Immediate Outcomes
Intermediate Outcomes
Long-term Outcomes
Coaches facilitate delivery of resources (including medical services) through individual lesson plans, trouble shooting and problem solving, assessment, goal setting, academic
Parents are exposed to effective ways of being involved with their child's learning (e.g., family meetings with coaches, family retreat seminars, parenting events).
# of activities parents attend (e.g. support groups, educational learning activities, parenting events)
school activities parents participate in
of positive communications parents have with schools
# of parents served
Parents understand how to be supportive of their child's educational needs through parenting services (e.g. support groups, educational learning activities, parenting events).
Parents build awareness of child's educational needs.
Parents increase knowledge of school policies and procedures, and school- and community- based services.
Parents learn how to access school and community-based resources.
Parents engage in educationally related activities outside of school to serve child's educational needs.
Parents assist child in setting educational goals.
Parents increase effective communication with school.
Parents participate in child's activities (school, sports, extracurricular, Scholars).
Parents effectively use school services.
Parents encourage child to attain educational goals.
Parents become stronger advocates for their child's education.
Scholars graduate on time (2010).
Scholars attend post-secondary program.
Scholars participate in positive mentoring relationships
# of times scholars met with mentor
# of activities scholars did with mentors
Scholars have an additional positive adult figure in their life.
Scholars and mentors learn about each other's interests and backgrounds.
Scholars participate in a positive relationship with coaches.
# of times scholars met with coach
# of activities scholars did with coach
Scholars have a consistent adult in their life.
Coaches have high expectations for scholar.
Scholars set personal, academic, and professional goals.
Clients are less likely to engage in at-risk behaviors.
Scholars are more confident about their school performance.
Scholars have more positive relationships.
Scholars make progress towards goals.
Scholars have an enlarged circle of support.
Scholars reduce involvement in risk activities (substance abuse, teen parenting, crime, suspensions, truancy, etc).
Scholars transfer skills to other situations.
Scholars develop effective social skills.

Research methods

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

Outcome evaluation. The outcome evaluation is designed to explore the impact of the Cargill Scholars program on the scholars and their families. Five outcome goals are assessed: (1) scholars increase their social competency; (2) parents increase involvement in their child's academic development; (3) scholars develop positive relationships with unrelated adults; (4) scholars increase their school involvement and success; and (5) scholars pursue individual and group interests. There are specific indicators and measures that are assessed within each of these five areas. These indicators and measures are reviewed annually and modified as needed to ensure developmental appropriateness and to adapt to changes in the program. In addition to these primary outcomes, several other areas were assessed for descriptive purposes during the 2002-03 academic year, including scholars' level of involvement in problem behaviors and changes in parents' behaviors and relationships with family members.

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

Satisfaction evaluation. The final component of the evaluation is an examination of stakeholder satisfaction with the program. 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.

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 evaluation materials are found in the appendix.

Scholar interviews. Interviews were conducted with 46 of the scholars (92%) between September and October, 2003. 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 Cargill Scholars Scholar Survey, which was developed for the purposes of this evaluation, and includes items related to the outcomes, process, and satisfaction evaluation. Second, scholars completed the Self-Perception Profile for Adolescents (SPPA: Harter, 1989). The Self-Perception Profile for Adolescents is designed to assess individuals' perceptions of their adequacy or competence in a variety of domain areas. For this project, the following domain areas were included: scholastic competence, athletic competence, physical appearance, social acceptance, behavioral conduct, close friendship, and global self-worth. The full version also includes questions related to romantic appeal and job competence. These domains were eliminated due to the relatively young age of the scholars.

During previous interviews, 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. These results are also presented in this report.

Parent interviews. Second, interviews were conducted with parents or other relatives of Cargill Scholars. Between September and October, 2003, 46 parents (92%) were interviewed. Program staff selected one parent to be interviewed for each scholar. Interviews were most often conducted with mothers. The remaining interviews were conducted with fathers, grandmothers, or other relatives. 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. 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. Interviews were completed with 48 teachers (96%) in the fall of 2002 and with 49 teachers (98%) in the spring of 2003.

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

In addition, staff completed the Wilder Client Characteristics Checklist. This instrument contains a list of 60 child and family characteristics, each of which is rated by staff as "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 each year. Two tests were included: (1) the Peabody Picture Vocabulary Test, a norm-referenced achievement test of receptive vocabulary for standard English and screening test of verbal ability; and (2) the Wide Range Achievement Test, which provides tests of reading, spelling, and arithmetic. Test scores were provided to program staff, who entered them into the Cargill Scholars database.

Report cards. Sixth, report cards were collected by the coaches from schools or parents. Coaches collected 20 report cards for the 2002-03 for students enrolled in the Minneapolis school system.

Description of clients served

Demographic background

The Cargill Scholars program served a demographically diverse group of 50 students in the 2002-03 school year

Fifty clients were served by the Cargill Scholars program during its second year (2002-03). Twenty-six clients (52%) were female (see Figure 2). Almost half of the participants were African American (46%). Other ethnic groups represented included Asian Pacific Islander (16%), Latino (12%), American Indian/Alaskan Native (8%), Caucasian (8%), African Immigrant (6%), and Multiracial (4%).

2. Demographic background of clients served

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

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

All scholars were in fifth grade during the 2002-03 program year. The 50 scholars attended 36 different schools, primarily in Minneapolis. Thirty-four of these schools were traditional public schools. One scholar attended a private school and one attended a charter school.

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. Each spring, the two Cargill Scholars program coaches completed these checklists for each of the scholars.

While single parent families, chronic economic distress, and parental divorce or separation were relatively prevalent, most Scholars exhibited few risk characteristics

Figure 3 summarizes the total number of characteristics exhibited by scholars (out of the total of 60 possible characteristics). As seen in this figure, 16 percent of the scholars were described as exhibiting no risk characteristics. Seventy percent of the scholars exhibited between one and four characteristics. The average number of characteristics exhibited by scholars was 4.3. These results suggest that the Cargill Scholars are generally at low risk for a variety of problem behaviors.

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

Total number of observed characteristics	2001-02 (N=50)	2002-03 (N=50)
0	20%	16%
1-2	32%	22%
3-4	34%	32%
5-6	2%	12%
7-10	8%	10%
More than 10	6%	8%
Average total number of observed characteristics	3.0	4.3

Figure 4 summarizes the percentage of scholars described as exhibiting each of the specific characteristics on the checklist. More than half of the scholars (54%) lived in families headed by a single parent. Other relatively prevalent characteristics were chronic economic distress (44%), parental divorce or separation (34%), and distractibility or attentional deficits (24%). Eighteen percent were identified as having a history of low academic performance.

4. Wilder Client Characteristics Checklist: frequency of specific characteristics

Parent, Child, and Family Characteristics	2001-02 (N=50)	2002-03 (N=50)
Family is or has been headed by a single parent	50%	54%
Family has experienced chronic economic distress	36%	44%
Child has experienced parental divorce or separation	46%	34%
Child is easily distractible or has attentional deficits	18%	24%
Child has a history of low academic performance (e.g., failing grades, repeated a grade)	10%	18%
Parents exhibit poor or inconsistent monitoring of child's behavior (e.g., children often unsupervised, inconsistent discipline)	8%	16%
Child exhibits pattern of impulsivity	12%	14%
Parental figures have been involved with social service agencies for two or more years	4%	14%
Family exhibits chronic unresolved conflicts between parental figures	4%	14%
Child has a history of isolative or withdrawn behavior	6%	14%
Family has had frequent changes in residence (3 or more times in previous 5 years)	6%	12%
Child is the recipient of special education services	4%	12%
Child has multiple suspensions and/or at least one expulsion/administrative transfer from the school or child care setting	6%	10%
One or more parental figures has a history of chemical abuse or is currently exhibiting chemical abuse	2%	10%
Biological or adoptive parents terminated rights on the child	6%	10%
Family exhibits frequent unresolved conflicts between parental figure(s) and child	2%	10%
Child is often irritable	4%	10%
Child is often hyperactive	4%	8%
One or more parental figures has engaged in probable or adjudicated criminal activity	6%	8%
One or more parental figures has less than a high school education	0%	8%
Child has been in previous out-of-home placements	2%	8%
Child has chronic illness or health problems	4%	8%
Child exhibits poor or insecure attachment to parents (e.g., indifference, avoidance, hostility)	2%	8%

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

Parent, Child, and Family Characteristics	2001-02 (N=50)	2002-03 (N=50)
Child has experienced probable neglect by current or previous caregivers	2%	6%
Parental figure or sibling has a chronic illness or handicap	6%	6%
Child exhibits separation anxiety	6%	6%
Child threatens or intimidates others	6%	6%
Child is assaultive or physically attacks others	6%	6%
Child exhibits sedentary lifestyle or does not exercise regularly	0%	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%	4%
Mother was under 18 when child was born	0%	4%
Child has a history of temper tantrums	6%	4%
Child exhibits unhealthy eating habits	6%	2%
Child does not participate in organized social activities (e.g., sports, school or recreational activities, clubs, scouts)	2%	2%
Child is preoccupied with and/or inappropriately plays with fire	0%	2%
Child has experienced probable or documented sexual abuse	0%	2%
Parental figure or sibling of child has died (not suicide)	0%	2%
Child experienced prenatal exposure to drugs or alcohol	0%	2%
Child does not participate in organized religious activities	4%	0%
Child exhibits probable chemical abuse or has been diagnosed as chemically dependent	2%	0%
Child smokes cigarettes	0%	0%
Child does not have strong positive relationships with any unrelated adults (e.g., mentors, counselors, neighbors)	0%	0%
Child does not have strong connections to extended family (e.g., grandparents, aunts, uncles)	0%	0%
Child has exhibited physical cruelty to animals	4%	0%
Child has dropped out or stopped attending school	2%	0%
Child has had multiple episodes of truancy	0%	0%
Child has made a suicide attempt	0%	0%
Child has a history of self-injurious behavior (e.g., scratching, cutting, biting, hair pulling)	2%	0%

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

Parent, Child, and Family Characteristics	2001-02 (N=50)	2002-03 (N=50)
Child's behavior endangers self or others (e.g., fast driving, playing with firearms, jumping from high places)	0%	0%
Child is an adjudicated delinquent	0%	0%
Child has had multiple episodes of running away	0%	0%
Child has engaged in multiple acts of vandalism	0%	0%
Child was born prematurely	0%	0%
Child has had at least one pregnancy or has fathered a child	0%	0%
Child has a history of feeding and/or sleeping problems	0%	0%
One or more parental figures has had previous mental illness treatment	0%	0%
Family has a history of suicide (not client)	0%	0%
Child has witnessed violence between parental figures	0%	0%
Child has experienced probable or documented physical abuse	0%	0%
Child has been the recipient of one or more previous outpatient intervention efforts	0%	0%

Description of services received

The Cargill Scholars program facilitates service delivery through individual lesson plans, trouble shooting and problem solving, assessment, goal setting, academic intervention, and scholar recognition. A wide array of specific services is provided, including tutoring, music lessons, individual and group activities, program activities, family activities, mentoring, and meetings with coaches. With the exception of mentoring, the amount of service provided in each of these categories was recorded by the program coaches and entered into the program's online record system. It should be noted that some data from 2001-02 was updated in the system following the completion of the report for that year. The data presented in the following figures provide corrected data where appropriate. Formal mentoring service records were not maintained by Big Brothers/Big Sisters, though some generalizations can be made about level of service provision.

Tutoring

On average, each scholar received more than 53 hours of tutoring during the 2002-03 school year

Figure 5 summarizes the hours of tutoring that scholars received between July, 2002, and June, 2003. The number of hours of tutoring received by individual scholars ranged from 0 to 93, with an average of 53 hours per scholar (a slight increase from 49 the previous year). Sixty-two percent of the scholars received between 51 and 70 hours of tutoring.

5. Hours of tutoring received

Total hours of tutoring	2001-02 (N=50)	2002-03 (N=50)
0	2%	2%
1 – 10	2%	6%
11 – 20	0%	4%
21 – 30	2%	2%
31 – 40	4%	4%
41 – 50	34%	6%
51 – 60	52%	34%
61 – 70	2%	28%
71 – 80	2%	12%
81 – 90	0%	0%
91 – 100	0%	2%
MEAN HOURS	49.4	53.0

Music lessons

The average number of hours of music lessons scholars received increased from 5 in 2001-02 to 19 in 2002-03; one-fifth of the Scholars did not receive any lessons

Figure 6 summarizes the number of hours of music lessons received by scholars between July, 2002, and June, 2003. The number of hours of music lessons received by individual scholars ranged from 0 to 37, with an average of 19 hours per scholar. Just over one-fifth of the scholars (22%) did not receive any music lessons this year.

6. Hours of music lessons received

Total hours of music lessons	2001-02 (N=50)	2002-03 (N=50)
0	34%	22%
1 – 10	44%	10%
11 – 20	22%	10%
21 – 30	0%	30%
31 – 40	0%	28%
41 – 50	0%	0%
MEAN HOURS	5.2	19.1

Individual and group activities

Figure 7 summarizes the number of hours of programming received by scholars through June 2003. A variety of individual and group activities are provided by, or coordinated through, the Cargill Scholars program. These activities fall into several categories: music (other than music lessons), arts, sports, academics (other than tutoring), and other. Within each of these categories, scholars could participate in individual activities, group activities, and camp activities. The two Cargill Scholars coaches recorded scholars' participation in these activities.

On average, scholars received 26 hours of academic activities and 22 hours of sports activities; participation in art, music, and other activities was relatively infrequent

Scholars were most likely to be involved in academics activities. On average, scholars spent 26 hours during the year in academic activities, not including tutoring. Scholars also received an average of 22 hours of involvement in sports activities. Just over one-third of

the scholars were involved in arts activities. Most scholars did not participate in music activities (96%) and other activities (88%).

7. Total hours of programming received by scholars

		Number of hours								
Type of activity	**N**	**0**	**1-10**	**11-20**	**21-30**	**31-40**	**41-50**	**51-60**	**More than 60**	**Mean hours**
Sports										
2001-02	50	42%	12%	8%	16%	20%	2%	2%	6%	15.7
2002-03	50	34%	24%	10%	8%	4%	2%	2%	18%	21.9
Music										
2001-02	50	96%	2%	0%	0%	2%	0%	0%	0%	0.7
2002-03	50	96%	0%	2%	0%	0%	0%	2%	0%	1.3
Arts										
2001-02	50	84%	10%	4%	2%	0%	0%	0%	0%	1.6
2002-03	50	64%	16%	8%	4%	6%	2%	0%	0%	5.8
Academic										
2001-02	50	12%	4%	4%	28%	50%	0%	2%	0%	26.8
2002-03	50	8%	4%	14%	34%	34%	0%	2%	4%	26.4
Other										
2001-02	50	84%	10%	0%	0%	6%	0%	0%	0%	2.4
2002-03	50	88%	8%	2%	0%	0%	0%	0%	2%	1.9

Cargill Scholars activities

Most scholars (84%) attended at least one Cargill Scholars activity

As seen in Figure 8, 84 percent of the scholars attended at least one Cargill Scholars activity. These activities included the end-of-year trip, trips to the Science Museum, educational field trips, and other activities. On average, scholars attended two activities.

8. Number of Cargill Scholars activities attended

Total number of activities	2001-02 (N=50)	2002-03 (N=50)
0	36%	16%
1	10%	28%
2	20%	36%
3	20%	8%
4	8%	8%
5 or more	6%	4%
MEAN	1.8	1.8

Family activities

On average, scholars' families attended two activities during the 2002-03 year

The Cargill Scholars program also provided family activities. During the second year of the program, several family activities were provided, including a variety of educational sessions for parents and Hooray Day, an end of year recognition and celebration event. As seen in Figure 9, most scholars (88%) were documented as having family members attend at least one activity. Almost half of the scholars (48%) had parents attend three activities over the year.

9. Number of family activities attended

Total number of activities	2001-02 (N=50)	2002-03 (N=50)
0	12%	12%
1	74%	24%
2	12%	16%
3	0%	48%
4	2%	0%
5 or more	0%	0%
MEAN	1.1	2.0

Meetings with coaches

Coaches had an average of 19 progress meetings for each scholar during 2002-03; few other meetings with coaches were reported

Coaches also recorded their other contacts with scholars and families. The frequency of these contacts is reported in Figure 10. First, meetings with the family were documented. In the second year of the program (from July 2002 through June 2003), very few meetings were recorded. Only two families were reported in the system as having had a meeting. 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 19 of these meetings with each scholar, an increase from 12 the previous year. All but one scholar had at least one progress meeting.

10. Meetings with coaches

		Number of meetings						
Type of meetings	N	0	1-5	6-10	11-15	16-20	More than 20	Mean
Meetings with coaches								
2001-02	50	74%	22%	4%	0%	0%	0%	1.0
2002-03	50	96%	4%	0%	0%	0%	0%	0.4
Progress meetings								
2001-02	50	0%	6%	28%	60%	6%	0%	11.6
2002-03	50	2%	0%	6%	10%	44%	38%	19.4

Big Brothers/Big Sisters mentoring

In June 2003, 24 scholars had been matched with mentors through Big Brothers/Big Sisters (compared to 19 at the end of the first year)

During the second year, 24 scholars were matched with mentors through the Big Brothers/Big Sisters program (compared to 19 at the end of the first year). While no formal records of activities are kept, mentors and scholars are expected to meet on average twice a month.

Outcome evaluation results

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

Social competency

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

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

SSRS: Social skills ratings

Overall, the majority of the scholars (85-90%) were rated by parents and teachers as having average or better social skills

In summer 2003, parents rated 85 percent of the scholars as having average or better total social skills than other children. Teachers' ratings were also high. In the spring of 2003, they rated 89 percent of the scholars as having average or more social skills (see Figure 11). As seen in Figures 13 and 15, there have been no significant changes in these ratings over time.

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

Total social skills ratings	N	Mean raw scores	Behavior levels (as compared to peers)		
			Fewer skills	Average skill	More skills
Parent report					
Winter 2002	45	55.6	13%	65%	22%
Summer 2002	46	54.2	26%	50%	22%
Winter 2003	50	56.5	18%	50%	32%
Summer 2003	46	57.2	15%	55%	30%
Teacher report					
Fall 2001	42	40.6	17%	81%	2%
Fall 2002	48	41.5	13%	79%	8%
Spring 2003	48	41.7	10%	81%	8%

Note. The Teacher SSRS was not completed in the spring of 2002.

More than 80 percent of the scholars were rated by their parents as showing average or better cooperation, assertion, self-control, and responsibility; ratings of responsibility have improved significantly over time

In addition to providing a total social skills rating, the parent and teacher versions of the SSRS measures four specific social skills: cooperation, assertion, self-control, and responsibility. In the summer of 2003, at least 80 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 responsibility (with 91% of scholars rated average or higher) (see Figure 12).

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

	N	Mean raw score	Behavior level (as compared to peers)		
			Fewer skills	Average skill	More skills
Cooperation					
Winter 2002	49	12.9	14%	61%	25%
Summer 2002	46	12.9	17%	65%	17%
Winter 2003	50	12.8	14%	66%	20%
Summer 2003	46	13.0	15%	61%	24%

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

	N	Mean raw score	Behavior level (as compared to peers)		
			Fewer skills	Average skill	More skills
Responsibility					
Winter 2002	44	13.9	20%	64%	16%
Summer 2002	43	13.5	28%	52%	21%
Winter 2003	48	14.5	17%	60%	23%
Summer 2003	46	14.7	9%	65%	26%
Assertion					
Winter 2002	46	15.3	24%	74%	2%
Summer 2002	46	14.9	33%	61%	7%
Winter 2003	47	15.8	21%	72%	6%
Summer 2003	46	15.7	20%	74%	7%
Self-control					
Winter 2002	45	13.5	4%	76%	20%
Summer 2002	42	13.2	10%	69%	21%
Winter 2003	49	13.9	10%	61%	29%
Summer 2003	46	13.8	11%	59%	30%

A repeated-measures analysis of variance was performed to explore whether there have been any significant trends in parent SSRS results over time. As seen in Figure 13, there has been a significant trend towards increased scores on the Responsibility subscale. The average score on this subscale in summer 2003 was significantly higher than the scores reported in either the previous winter (2002) or summer (2002). The mean score for Assertion was significantly higher in winter 2003 than it had been during the previous two administrations, though overall there was not a significant trend towards improvement.

13. Parent SSRS: repeated measures analysis of variance for mean ratings for social skills scales

Scale	N	Mean scores: Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Total score	37	55.6	54.6	57.2	56.7	1.3
Cooperation	41	13.1	12.9	12.6	13.1	0.6
Responsibility	35	13.8	13.7	14.6	15.0	3.5*[a]
Assertion	35	15.0	14.9	15.8	15.5	2.3[b]
Self-control	34	13.5	13.3	14.1	13.9	1.1

Note. N is the number of parents who completed all four survey administrations.

* There has been a significant trend towards improved scores over time, $p<.05$.

[a] Mean in winter 2002 and summer 2002 are significantly lower than mean in summer 2003.

[b] Mean in winter 2002 and summer 2002 are significantly lower than mean in winter 2003.

Teachers were most likely to rate scholars as demonstrating average or better self-control (94%); ratings were lower for cooperation and assertion (79-83%)

Teachers also rated scholars in the areas of cooperation, assertion, and self-control. The percentage of scholars rated as average or better varied across these areas. Teachers were most likely to rate scholars positively in the area of self-control, with 94 percent of the scholars rated as showing average or more skills in spring 2003. Seventy-nine to 83 percent of the scholars received these ratings in the area of cooperation and assertion (see Figure 14).

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

	N	Mean raw score	Behavior level (as compared to peers): Fewer skills	Average skills	More skills
Cooperation					
Fall 2001	49	15.1	12%	86%	2%
Fall 2002	48	14.7	14%	69%	17%
Spring 2003	48	14.5	17%	73%	10%
Assertion					
Fall 2001	38	11.2	16%	82%	2%
Fall 2002	48	11.3	17%	81%	2%
Spring 2003	48	11.5	21%	73%	6%

14. Teacher SSRS: mean ratings and behavior levels on social skills scales (continued)

	N	Mean raw score	Behavior level (as compared to peers)		
			Fewer skills	Average skills	More skills
Self-control					
Fall 2001	36	14.3	19%	67%	14%
Fall 2002	47	15.5	9%	83%	9%
Spring 2003	48	15.6	6%	75%	19%

Note. The Teacher SSRS was not completed in the spring of 2002.

Paired t-tests were conducted to examine variation in mean scores across each of the first two school years. Longer-term trends were not analyzed since different teachers gave ratings in 2001-02 and 2002-03. As seen in Figure 15, average scores for the Total Social Skills and the specific scales tended to remain stable. During the second year of the program, there were no statistically significant differences.

15. Teacher SSRS: paired t-test for mean ratings for social skills scales

	N	Pretest mean (fall)	Posttest mean (spring)	T
Total social skills				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	42.0	42.1	-0.1
Cooperation				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	14.8	15.0	-0.5
Assertion				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	11.5	11.3	0.3
Self-control				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	44	15.8	15.8	0.0

Note. Because the Teacher SSRS was not completed in the spring of 2002, paired t-tests cannot be completed for the first year of programming.

SSRS: Problem behavior ratings

Less than 10 percent of the scholars were rated by parents as showing more behavior problems than others their age

In addition to measuring social skills, the parent and teacher versions of the Social Skills Rating Scale also assess behavior problems. Ninety-one percent of the scholars were rated by their parents as showing "average" or "fewer" total behavior problems. In summer 2003, 92 to 96 percent of the scholars were rated as having "average" or "fewer" problems in the areas of internalizing problems, externalizing problems, and hyperactivity (see Figure 16).

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

			Behavior levels		
	N	Mean raw score	Fewer	Average	More
Total problem behavior					
Winter 2002	50	9.3	38%	58%	4%
Summer 2002	46	9.4	39%	54%	7%
Winter 2003	50	9.0	42%	52%	6%
Summer 2003	46	8.6	43%	48%	9%
Internalizing					
Winter 2002	49	3.4	16%	78%	6%
Summer 2002	46	3.0	22%	76%	2%
Winter 2003	50	3.0	24%	74%	2%
Summer 2003	45	2.8	33%	62%	4%
Externalizing					
Winter 2002	49	2.8	43%	53%	4%
Summer 2002	46	3.0	37%	59%	4%
Winter 2003	50	2.7	50%	48%	2%
Summer 2003	46	2.9	48%	44%	9%
Hyperactivity					
Winter 2002	50	3.2	34%	60%	6%
Summer 2002	46	3.3	39%	57%	4%
Winter 2003	50	3.3	40%	48%	12%
Summer 2003	46	2.9	46%	48%	6%

A repeated-measures analysis of variance was conducted to explore variation in average parent SSRS across all four administrations. These results are presented in Figure 17. There were no statistically significant trends in problem behavior scores between winter 2002 and summer 2003. When data from each time period were compared, one significant difference emerged, with scholars demonstrating significantly lower hyperactivity scores in summer 2003 than they had in summer 2002.

17. Parent SSRS: time-series analysis of mean ratings for problem behavior scales

		Mean scores				
Scale	N	Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Total score	42	9.0	9.6	8.9	8.3	1.1
Internalizing scale	41	3.3	3.2	3.2	2.9	0.7
Externalizing scale	41	2.6	3.0	2.5	2.8	0.8
Hyperactivity	42	3.1	3.4	3.1	2.7	1.8[a]

Note. N is the number of parents who completed all four survey administrations.

[a] Mean in summer 2002 significantly higher than mean in summer 2003.

Teachers rated most scholars as having average levels of behavior problems

In spring 2003, teachers rated 87 percent of scholars as showing average or fewer total problem behaviors than their peers. No scholars were rated by teachers as showing fewer behavior problems than average in the areas of internalizing problems, externalizing problems, or hyperactivity. The percentage of scholars rated as showing average behavior ranged from 88 percent for internalizing problems and hyperactivity to 94 percent for externalizing problems. The percentage rated as showing more externalizing problems than average remained at 6 percent after declining from 18 percent in fall 2001 (see Figure 18).

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

Problem behaviors	N	Mean raw scores	Behavior levels (as compared to peers)		
			Fewer problems	Average problems	More problems
Total problem behavior					
Fall 2001	48	9.4	8%	73%	19%
Fall 2002	48	7.2	21%	67%	13%
Spring 2003	48	8.0	27%	60%	13%
Internalizing					
Fall 2001	47	3.5	0%	91%	9%
Fall 2002	48	3.1	0%	96%	4%
Spring 2003	48	3.3	0%	88%	12%
Externalizing					
Fall 2001	50	2.2	0%	82%	18%
Fall 2002	48	1.5	0%	94%	6%
Spring 2003	48	1.7	0%	94%	6%
Hyperactivity					
Fall 2001	48	3.6	0%	85%	15%
Fall 2002	48	2.7	0%	90%	10%
Spring 2003	48	3.0	0%	88%	12%

Note. The Teacher SSRS was not completed in the spring of 2002.

Paired t-tests were conducted to explore variation in average teacher SSRS scores over the course of the school year. These results are presented in Figure 19. There were no statistically significant changes.

19. Teacher SSRS: paired t-test for mean ratings for problem behavior scales

	N	Pretest mean (fall)	Posttest mean (spring)	T
Total problem behavior				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	7.6	7.0	1.1
Internalizing				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	3.3	3.2	0.4
Externalizing				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	1.6	1.4	0.9
Hyperactivity				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	2.8	2.5	1.2

Note. Because the Teacher SSRS was not completed in the spring of 2002, paired t-tests cannot be completed for the first year of programming.

Classroom behavior

In spring 2003, almost-two thirds of the scholars (65%) were rated by teachers as falling into the top 30 percent of the class in terms of their classroom behavior; some decline in this rating has emerged over time

In spring 2003, almost two-thirds of the scholars (65%) were rated by teachers as falling into the top 30 percent of the class in terms of their classroom behavior. These results are reported in Figure 20. In contrast, 77 percent received this rating the previous fall.

20. Teacher SSRS: ratings of student classroom behavior

Compared with other children in my classroom, this child's overall classroom behavior is…	N	Percentage					Mean
		Lowest 10%	Next lowest 20%	Middle 40%	Next highest 20%	Highest 10%	
Fall 2001	50	6%	4%	16%	36%	38%	4.0
Fall 2002	48	2%	2%	19%	25%	52%	4.2
Spring 2003	48	6%	2%	27%	27%	38%	3.9

Note. The Teacher SSRS was not completed in the spring of 2002.

Most scholars were rated by teachers as showing good or better classroom behavior, though there has been some decline in their ratings of scholar's self-control

Four items were also included in the teacher survey related to classroom behavior. 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 2003, average ratings for the first three of these items fell between "good" and "very good" and at least 72 percent of teachers rated scholars' behavior as good or better (see Figure 21). Ratings of self-confidence were slightly lower, with an average rating just below "good" and only 64 percent of scholars with scores of good or better.

Over the first four survey administrations, the percentage of scholars rated by teachers as "good" or better has declined steadily for showing self-control (from 82% in fall 2001 to 72% in spring 2003). The percentage rated as at least "good" for accepting responsibility for their own behavior has declined over the last three administrations (from 86% in spring 2002 to 75% in spring 2003). No clear trend emerged for the other two items.

21. 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
		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
Spring 2002	50	0%	4%	14%	18%	36%	28%	4.7
Fall 2002	48	2%	2%	17%	19%	33%	27%	4.6
Spring 2003	47	2%	11%	15%	19%	21%	32%	4.4
Accepting responsibility for own behavior								
Fall 2001	50	4%	8%	14%	18%	30%	26%	4.4
Spring 2002	50	2%	4%	8%	18%	42%	26%	4.7
Fall 2002	47	2%	0%	19%	21%	21%	36%	4.7
Spring 2003	48	2%	6%	17%	15%	29%	31%	4.6

21. Teacher survey: ratings of scholar social competence (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 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
Interacting well with other students								
Fall 2001	50	0%	4%	12%	38%	38%	8%	4.3
Spring 2002	50	2%	4%	14%	26%	38%	16%	4.4
Fall 2002	48	0%	6%	6%	25%	46%	17%	4.6
Spring 2003	48	0%	6%	14%	19%	40%	21%	4.5
Demonstrating self-confidence								
Fall 2001	50	0%	8%	32%	36%	20%	4%	3.8
Spring 2002	50	2%	4%	28%	34%	28%	4%	3.9
Fall 2002	48	0%	6%	25%	35%	25%	8%	4.0
Spring 2003	48	0%	10%	25%	31%	31%	2%	3.9

Figure 22 summarizes the results of paired t-tests conducted to explore changes in teachers' ratings of scholar social competence. In the 2001-02 school year, teachers' ratings of scholars' acceptance of responsibility for their own behavior improved significantly. In 2002-03, mean ratings for all four items decreased slightly. There were no statistically significant changes in ratings over the course of this year.

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

Scale and comparison	N	Pre-test mean (fall)	Post-test mean (spring	T-test
Showing self-control				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.7	4.7	-0.2
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.6	4.5	-0.9
Accepting responsibility for own behavior				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.4	4.7	-2.1*
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.8	4.6	-1.0

22. Teacher survey: paired t-test for mean ratings on scholar social behaviors (continued)

Scale and comparison	N	Pre-test mean (fall)	Post-test mean (spring)	T-test
Interacting well with other students				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.3	4.4	-0.5
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.7	4.6	-0.3
Demonstrating self-confidence				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	3.8	3.9	-0.9
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.0	3.9	-0.4

* Fall and spring means are significantly different, $p<.05$.

Scholars' social relationships and behaviors

Parents rated scholars as having good or very good social behaviors and relationships; ratings were highest for getting along with parents and peers and lowest for showing self-control and carrying out responsibilities at home

Both parents and scholars rated the quality of the scholars' social relationships and behaviors. On average, parents rated their scholars as good or very good in each of the areas assessed. The most positive average ratings were reported for getting along with parents and with peers at school (see Figure 23). In summer 2003, at least 80 percent of the scholars were rated as "good" or better in the areas of getting along with peers at school (93%), getting along with parents (87%), and getting along with other family members (80%).

The lowest average ratings, though still above good, were reported for showing self-control when frustrated or angry and carrying out responsibilities at home. Less than 70 percent of the scholars received ratings of good or better in these areas (60% for carrying out responsibilities at home and 68% for showing self-control when frustrated or angry).

While not statistically significant, there has been a decline in the percentage of scholars rated as good or better in the area of carrying out responsibilities at home, from 74 percent in winter 2002 to 60 percent in summer 2003. The percentage receiving this rating in the area of showing self-control decreased steadily from 70 percent in winter 2002 to 60 percent in winter 2003, before increasing again to 68 percent in summer 2003.

23. Parent survey: ratings of scholar social behaviors

When you think of [SCHOLAR's] behavior over the last three months, how would you rate him/her in the following areas?	N	Percentage						Mean
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	
Getting along with parents								
Winter 2002	50	0%	0%	10%	30%	22%	38%	4.9
Summer 2002	46	0%	2%	9%	35%	28%	26%	4.7
Winter 2003	50	0%	0%	16%	24%	34%	26%	4.7
Summer 2003	46	0%	2%	11%	28%	33%	26%	4.7
Getting along with other family members								
Winter 2002	50	0%	0%	14%	34%	28%	24%	4.6
Summer 2002	46	0%	0%	20%	28%	24%	28%	4.6
Winter 2003	50	0%	2%	20%	36%	32%	10%	4.3
Summer 2003	46	0%	0%	20%	33%	20%	28%	4.6
Carrying out responsibilities at home								
Winter 2002	50	0%	6%	20%	42%	16%	16%	4.2
Summer 2002	45	0%	11%	20%	33%	22%	13%	4.1
Winter 2003	50	0%	6%	24%	28%	30%	12%	4.2
Summer 2003	46	0%	9%	30%	28%	15%	17%	4.0
Showing self-control when frustrated or angry								
Winter 2002	50	0%	10%	20%	38%	22%	10%	4.0
Summer 2002	46	0%	6%	33%	28%	13%	20%	4.1
Winter 2003	50	2%	8%	30%	28%	20%	12%	3.9
Summer 2003	46	0%	11%	22%	39%	9%	20%	4.0
Getting along with peers at school								
Winter 2002	49	0%	0%	6%	37%	29%	29%	4.8
Summer 2002	46	0%	2%	9%	26%	33%	30%	4.8
Winter 2003	50	0%	2%	8%	32%	38%	20%	4.7
Summer 2003	46	0%	0%	7%	26%	37%	30%	4.9

Repeated measures analysis of variance was used to assess changes in the average ratings to these items over time. These results are presented in Figure 24. Only one item yielded a significant finding. Parents' ratings of scholars' ability to get along with other family members decreased significantly between summer 2002 and winter 2003. This decrease was followed, however, by a significant increase in summer 2003.

24. Parent survey: repeated measures analysis of variance for mean ratings of scholar social behaviors

Item	N	Mean scores: Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Getting along with parents	42	5.0	4.7	4.7	4.7	1.7
Getting along with other family members	42	4.7	4.6	4.3[ab]	4.6[c]	3.3*
Carrying out responsibilities at home	41	4.2	4.1	4.2	4.0	0.8
Showing self-control when frustrated or angry	42	4.1	4.1	4.0	4.1	0.4
Getting along with peers at school	41	4.8	4.8	4.8	5.0	0.5

* There has been a significant change in scores over time, $p<.05$.

[a] Difference between winter 2002 and winter 2003 were significantly different.

[b] Difference between summer 2002 and winter 2003 were significantly different.

[c] Difference between winter 2003 and summer 2003 were significantly different.

Almost all scholars said that they get along with their parents and with other kids

Scholars also provided ratings of their own social behaviors. In addition to established measures, several new questions were added for the summer 2003 survey administration. This information is reported in Figure 25.

All scholars said that they get along with their parents, the kids in their class, and other kids at school at least sometimes. Ninety-eight percent said that they get along with other family members, while 88 percent get along with other kids in the neighborhood. Eighty percent said that they talk to their parents about their feelings sometimes, compared to only 59 percent who talk at least sometimes to their friends.

About one-quarter of the scholars were sometimes bullied and 11 percent sometimes bullied others

Two new questions assessed scholars' involvement in bullying. Eighty-nine percent of the scholars said that they did not bully or pick on other kids at school or in the neighborhood; the remaining 11 percent said that they bully kids sometimes. About one-quarter of the scholars (24%) said that they are bullied or picked on by other kids at least sometimes.

25. Scholar survey: ratings of scholars' social behaviors

	N	Percentage 3 = Yes	2 = Sometimes	1 = No	Mean
Do you get along well with your parents?					
Winter 2002	49	78%	22%	0%	2.8
Summer 2002	47	81%	17%	2%	2.8
Winter 2003	50	88%	12%	0%	2.9
Summer 2003	46	87%	13%	0%	2.9
Do you get along with other family members (i.e., sisters, brothers)?					
Winter 2002	49	61%	33%	6%	2.6
Summer 2002	47	49%	43%	8%	2.4
Winter 2003	50	54%	42%	4%	2.5
Summer 2003	46	50%	48%	2%	2.5
Do you talk to your parents about your feelings?					
Winter 2002	49	59%	27%	14%	2.5
Summer 2002	47	40%	38%	21%	2.2
Winter 2003	50	38%	46%	16%	2.2
Summer 2003	46	28%	52%	20%	2.1
Do you get along with the kids in your class?					
Winter 2002	50	70%	30%	0%	2.7
Summer 2002	47	72%	28%	0%	2.7
Winter 2003	50	66%	30%	4%	2.6
Summer 2003	46	70%	30%	0%	2.7
Do you get along well with other kids at school?[1]					
Summer 2003	46	70%	30%	0%	2.7
Do you get along well with other kids in your neighborhood?[1]					
Summer 2003	43	54%	35%	12%	2.4
Do you talk to your friends about your feelings?[1]					
Summer 2003	46	13%	46%	41%	1.7
Are you bullied or picked on by other kids at school or in your neighborhood?[1]					
Summer 2003	46	7%	17%	76%	1.2
Do you bully or pick on other kids in your school or neighborhood?[1]					
Summer 2003	46	0%	11%	89%	1.1

[1] **Note.** Item was added to the scholar survey in summer 2003.

Figure 26 presents the results of a series of analyses of a repeated-measures variance conducted for these items. Overall, there were no significant trends in results. However, scholars' rating of the degree to which they talk to their parents about their feelings was significantly higher in summer 2003 than it had been in winter 2002.

26. Scholar survey: repeated measures analysis of variance for mean ratings of scholar social competence

		Mean scores				
Item	N	Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Getting along well with parents	42	1.2	1.2	1.1	1.1	1.5
Getting along with other family members	42	1.5	1.6	1.5	1.5	0.4
Talking to parents about feelings	42	1.6	1.8	1.8	1.9	2.5[a]
Getting along with kids in class	43	1.4	1.2	1.4	1.4	1.5
Do you get along well with other kids at school?[1]	-	-	-	-	-	-
Do you get along well with other kids in your neighborhood?[1]	-	-	-	-	-	-
Do you talk to your friends about your feelings?[1]	-	-	-	-	-	-
Are you bullied or picked on by other kids at school or in your neighborhood?[1]	-	-	-	-	-	-
Do you bully or pick on other kids in your school or neighborhood?[1]	-	-	-	-	-	-

Note. N is the number of scholars who completed all four survey administrations.

[1] **Note.** Item was added to the scholar survey in summer 2003; repeated measures analysis not possible.

[a] Winter 2002 significantly different from summer 2003.

Most scholars (87%) reported that they had close friends that they can depend on

A new question was added to the summer 2003 survey to assess the quality of scholar's relationships with their peers. As seen in Figure 27, most of the scholars (87%) said that they have close friends that they can depend on.

27. Scholar survey: existence of close friendships

Do you have any close friends that you can depend on?	N	Percentage saying yes
Summer 2003	46	87%

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

Perceived improvements in social relationships and behaviors

Most parents felt that Cargill Scholars helped their children develop positive social relationships and behaviors; their perceptions that the program helped scholars develop confidence have increased over time

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 28, the average rating for each of these items fell between "yes a little" and "yes a lot." In summer 2003, all parents said that the program helped scholars increase their self-confidence at least a little. Almost all parents (98%) felt that the program helped scholars improve relationships with peers and work as part of a team. Fewer felt that the program helped scholars compete fairly (88%) or improve relationships at home (84%).

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

Do you feel Cargill Scholars has helped your child…	N	Percentage 3 = yes a lot	2 = yes a little	1 = no	Mean
Improve relationships with peers					
Summer 2002	45	58%	35%	7%	2.5
Winter 2003	46	61%	33%	6%	2.5
Summer 2003	44	59%	39%	2%	2.6
Improve relationships at home					
Summer 2002	43	42%	46%	12%	2.3
Winter 2003	47	43%	36%	21%	2.2
Summer 2003	45	42%	42%	16%	2.3

28. Parent survey: ratings of impact of Cargill Scholars on scholar social behaviors (continued)

Do you feel Cargill Scholars has helped your child…	N	Percentage 3 = yes a lot	2 = yes a little	1 = no	Mean
Be more responsible					
Summer 2002	46	54%	39%	7%	2.5
Winter 2003	47	51%	38%	11%	2.4
Summer 2003	46	48%	48%	4%	2.4
Increase his/her self-confidence					
Summer 2002	44	61%	32%	7%	2.6
Winter 2003	47	70%	28%	2%	2.7
Summer 2003	46	78%	22%	0%	2.8
Learn to compete fairly and learn from defeat					
Summer 2002	45	53%	31%	16%	2.4
Winter 2003	47	40%	49%	11%	2.3
Summer 2003	43	47%	42%	12%	2.4
Work as part of a team, such as cooperating and compromising					
Summer 2002	44	59%	36%	5%	2.6
Winter 2003	47	53%	38%	9%	2.5
Summer 2003	44	64%	34%	2%	2.6

Note. These questions were not asked in winter 2002.

A repeated measures analysis of variance was conducted to determine whether there had been significant changes in these ratings over time. As seen in Figure 29, a significant difference emerged for only one item. Parents' perceptions that the program had helped the scholar increase his/her self-confidence was significantly higher in summer 2003 than it had been in either summer 2002 or winter 2003.

29. Parent survey: repeated measures analysis of variance for mean ratings of scholar social competence

Do you feel Cargill Scholars has helped your child…	N	Mean scores: Summer 2002	Winter 2003	Summer 2003	F
Improve relationships with peers	38	2.5	2.5	2.6	0.4
Improve relationships at home	39	2.3	2.3	2.3	0.1
Be more responsible	42	2.5	2.4	2.5	0.4
Increase his/her self-confidence	40	2.5	2.6	2.8	4.2*[ab]
Learn to compete fairly and learn from defeat	39	2.4	2.4	2.3	0.1
Work as part of a team, such as cooperating and compromising	39	2.5	2.5	2.6	0.1

Note. N is the number of parents who completed all three survey administrations.

Note. These questions were not asked in winter 2002.

* There has been a significant change in scores over time, $p<.05$.

[a] Average rating in summer 2002 is significantly lower than average rating in summer 2003.

[b] Average rating in winter 2003 is significantly lower than average rating in summer 2003.

Most scholars felt that the program had helped them develop social skills and relationships; their perceptions of improvements in playing fair and working as part of a team increased

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 30, the average rating for all of these items fell between "yes a little" and "yes a lot." At least 89 percent of scholars reported that the program helped them in each of these areas at least a little in summer 2003.

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

Do you feel Cargill Scholars has helped you…	N	Percentage 3 = yes	2 = some-times	1 = no	Mean
Improve your friendships					
Summer 2002	47	79%	15%	6%	2.7
Winter 2003	49	67%	18%	14%	2.5
Summer 2003	46	54%	35%	11%	2.4
Be more responsible					
Summer 2002	47	72%	23%	4%	2.7
Winter 2003	50	74%	16%	10%	2.6
Summer 2003	46	65%	28%	9%	2.6
Work as part of a team					
Summer 2002	47	85%	11%	4%	2.8
Winter 2003	50	78%	18%	4%	2.7
Summer 2003	46	59%	30%	11%	2.5
Learn to play fair					
Summer 2002	47	81%	11%	8%	2.7
Winter 2003	50	80%	12%	8%	2.7
Summer 2003	46	59%	30%	11%	2.5

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

Figure 31 presents the results of a series of repeated measures analysis of variance for these items. Significant changes were seen in two items. First, scholar's perceptions that the program had helped them work as part of a team were significantly higher in summer 2003 than they had been during the previous two survey administrations. Second, scholar's perceptions that the program helped them learn to play fair were higher in summer 2003 than they had been the previous winter.

31. Scholar survey: repeated measures analysis of variance for mean ratings of impact of Cargill Scholars on scholar social behaviors

Item	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
Improve your friendships	42	1.3	1.4	1.5	1.4
Be more responsible	43	1.4	1.3	1.4	0.3
Work as part of a team	43	1.2	1.2	1.5	4.4*[a]
Learn to play fair	42	1.3	1.2	1.5	4.0*[b]

Note. N is the number of scholars who completed all three survey administrations.

Note. These questions were not asked in winter 2002.

* There has been a significant change in scores over time, $p<.05$.

[a] Average rating in summer 2002 is significantly lower than average rating in summer 2003.

[b] Average rating in winter 2003 is significantly lower than average rating in summer 2003.

Perceived improvements in scholars' confidence in trying new things

In summer 2003, most parents (89%) said that the scholars' confidence in trying new things had increased slightly or significantly since they entered the Cargill Scholars program

The third social competency dimension assessed through the parent surveys is confidence in trying new things. As seen in Figure 32, 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. No parents said that scholars' confidence had decreased.

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

Since [SCHOLAR] began participating in Cargill Scholars, has/her confidence in trying new things…	N	Percentage: 5 = increased significantly	4 = increased slightly	3 = neither increased nor decreased	2 = decreased slightly	1 = decreased significantly	MEAN
Summer 02	46	48%	41%	11%	0%	0%	4.4
Winter 03	48	44%	46%	10%	0%	0%	4.3
Summer 03	46	56%	33%	11%	0%	0%	4.5

Note. This question was not asked in winter 2002.

A repeated measures analysis of variance was conducted to determine if there were changes in scholars' rating to this item over time. As seen in Figure 33, there has not been a significant trend.

33. Scholar survey: repeated measures analysis of variance for mean ratings of their confidence in trying new things

Item	N	Mean scores: Summer 2002	Winter 2003	Summer 2003	F
Since [SCHOLAR] began participating in Cargill Scholars, has/her confidence in trying new things…	42	4.3	4.4	4.4	0.3

Note. N is the number of scholars who completed all three survey administrations.

Note. These questions were not asked in winter 2002.

Report cards

On report cards, teachers generally reported that classroom social skills were observed for scholars; ratings were stable over the course of the school year

One section of the report cards asked teachers to rate students on a variety of social skills. Responses to these items are presented in Figure 34. Mean ratings for all seven social behaviors fell between "observed with reminders" and "consistently observed" at all three data points (fall, winter, and spring). One item, participates verbally in group discussions, improved significantly in 2001-02. In 2002-03, no significant changes in ratings emerged over the course of the school year.

34. Scholar report card: ratings on social skills items

Skill	Fall N	Fall Mean	Winter N	Winter Mean	Spring N	Spring Mean	F
Shows respect for others							
2001-02	26	2.7	27	2.9	29	2.8	0.0
2002-03	20	2.9	20	3.0	20	2.9	0.6
Participates verbally in group discussions							
2001-02	26	2.3	28	2.5	29	2.7	-3.6***
2002-03	20	2.5	20	2.6	20	2.7	1.8

34. Scholar report card: ratings on social skills items (continued)

Skill	Fall N	Fall Mean	Winter N	Winter Mean	Spring N	Spring Mean	F
Works and plays cooperatively with peers							
2001-02	26	2.8	28	2.8	28	2.8	0.6
2002-03	20	2.9	20	3.0	20	2.9	0.2
Displays self control							
2001-02	26	2.6	27	2.8	29	2.7	-1.1
2002-03	20	2.7	20	2.9	20	2.8	1.4
Solves problems independently							
2001-02	26	2.5	28	2.6	28	2.6	-1.0
2002-03	20	2.8	20	2.8	20	2.7	0.5
Adjusts to new and different situations							
2001-02	26	2.7	27	2.7	28	2.8	-1.5
2002-03	20	2.9	20	2.9	20	2.9	1.0
Follows school rules							
2001-02	26	2.9	28	2.9	28	2.8	1.0
2002-03	20	2.8	20	2.9	20	2.9	1.4

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

*** There has been a significant trend in average ratings over time, $p<.001$.

Self-Perception Profile for Adolescents

Scholars reported generally positive self-perceptions

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

Figure 35 presents the average ratings for each area. Scores can range from 1 to 4, with higher scores reflecting more positive self-perceptions. Scholars' average scores ranged from 2.8 to 3.3, suggesting that they have generally positive self-perceptions. Their self-perceptions were most positive in the areas of close friendship, physical appearance, and

general self-worth. Scores were slightly lower related to scholastic competence, athletic competence, and behavioral conduct.

35. Self-Perception Profile for Adolescents: average subscale ratings

Domain	N	Mean
General self-worth	46	3.2
Scholastic competence	46	2.8
Social competence	46	3.0
Athletic competence	46	2.8
Physical appearance	46	3.2
Behavioral conduct	46	2.9
Close friendship	46	3.3

Note. Subscale scores range from 1 to 4, with higher scores reflecting more positive self-perceptions.

Parental involvement in academics

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

Parental encouragement to succeed

Just over half of the scholars were rated by teachers as falling into the top 30 percent of their class in terms of parental encouragement to succeed

One question on the teacher SSRS asks teachers to rate scholars in terms of their parental encouragement to succeed. This item is also included in the academic competence subscale. In spring 2003, teachers rated 51 percent of the scholars as falling into the top 30 percent of their class in terms of their parental encouragement to succeed. This result is similar to the 53 percent who fell in this range the previous fall (see Figure 36).

36. Teacher SSRS: ratings of parental encouragement to succeed

Item	N	Percentage					MEAN
		Lowest 10%	Next lowest 20%	Middle 40%	Next highest 20%	Highest 10%	
The child's parental encouragement to succeed academically is:							
Fall 2001	47	2%	9%	19%	51%	19%	3.8
Spring 2002	-	-	-	-	-	-	-
Fall 2002	47	2%	15%	30%	30%	23%	3.6
Spring 2003	48	2%	11%	36%	23%	28%	3.6

Parental involvement in school activities

Most parents do not find it difficult to help scholars with homework (74%) or to attend activities at the scholars' schools (89%)

One measure of parental involvement is the percentage of parents who report that it is "not too difficult" or "not difficult at all" to help their child with schoolwork or talk about school-related matters or to attend activities at their child's school. As seen in Figure 37, average ratings for both items fell between "not too difficult" or "not difficult at all" during all four survey administrations.

In summer 2003, parents were more likely to say that it was "not too difficult" or "not difficult at all" to attend activities at school (89%), rather than to help with schoolwork (74%). More than one-quarter of the parents said that it is "fairly difficult" or "very difficult" to help scholars with homework.

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

Item	N	Percentage 1 = Very difficult	2 = Fairly difficult	3 = Not too difficult	4 = Not difficult at all	Mean
When it comes to helping [SCHOLAR] with schoolwork or talking about school-related matters, do you find it…						
Winter 2002	50	10%	12%	34%	44%	3.1
Summer 2002	45	2%	20%	24%	53%	3.3
Winter 2003	50	8%	12%	28%	52%	3.2
Summer 2003	46	9%	17%	30%	44%	3.1
How about activities at [SCHOLAR'S] school, such as meeting with teachers or attending a school play, do you find it…						
Winter 2002	50	4%	10%	30%	56%	3.4
Summer 2002	46	4%	11%	28%	57%	3.4
Winter 2003	50	2%	16%	22%	60%	3.4
Summer 2003	46	4%	7%	26%	63%	3.5

Repeated measures analyses of variance were used to explore changes in ratings over time. As seen in Figure 38, there were no significant changes in ratings to these items over the first four survey administrations.

38. Parent survey: repeated measures analysis of variance for ratings of difficulty related to parental involvement

Item	N	Mean scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Helping scholar with schoolwork or talking about school-related matters	41	3.0	3.3	3.2	3.1	1.1
Attending activities at scholar's school, such as meeting with teachers or attending a school play	42	3.3	3.3	3.4	3.5	0.3

Note. N is the number of parents who completed all four survey administrations.

Two-thirds of the parents spend between 1 and 6 hours a week involved with scholar's education

In summer 2003, two-thirds of the parents (67%) 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 (see Figure 39). The percentage of parents who spend more than 7 hours a week involved with educational activities decreased from 46 percent in winter 2003 to 30 percent in summer 2003. On average, parents reported spending between four and six hours a week directly involved in educational activities. There have been no significant changes in these ratings over time (see Figure 40).

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

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

40. Parent survey: repeated measures analysis of variance for hours of involvement in scholars' education

	N	Mean scores				F
		Winter 2002	Summer 2002	Winter 2003	Summer 2003	
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?	41	2.9	3.0	3.2	3.0	0.7

Note. N is the number of parents who completed all four survey administrations.

Parents were most likely to talk to their children about school-related topics and to check their child's homework; they were least likely to take their child to the library

When asked to report the frequency with which they were involved with a number of educational activities, parents most often said that they talked to their child about school related topics and checked 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 41). Parents were least likely to report taking their child to the library, with an average rating below "2 or 3 times a month."

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

Item	N	Percentage						Mean
		6 = Every day or almost every day	5 = 2 or 3 times a week	4 = Once a week	3 = 2 or 3 times a month	2 = Less than 2 or 3 times a month	1 = Never	
Reading to or with your child								
Winter 2002	50	14%	44%	12%	10%	10%	10%	4.1
Summer 2002	45	31%	15%	13%	16%	16%	9%	4.0
Winter 2003	50	20%	26%	24%	2%	8%	20%	3.9
Summer 2003	46	15%	24%	13%	11%	11%	26%	3.4
Helping your child with homework								
Winter 2002	50	54%	26%	6%	2%	6%	6%	5.0
Summer 2002	45	56%	11%	11%	4%	4%	13%	4.7
Winter 2003	50	48%	22%	16%	2%	4%	8%	4.8
Summer 2003	46	50%	22%	4%	7%	4%	13%	4.7
Talking to your child about classes, teachers, or other school topics								
Winter 2002	50	60%	26%	8%	2%	4%	0%	5.4
Summer 2002	46	65%	23%	6%	0%	6%	0%	5.4
Winter 2003	50	68%	22%	4%	4%	2%	0%	5.5
Summer 2003	46	72%	17%	4%	7%	0%	0%	5.5

41. Parent survey: amount of time spent supporting education at home (continued)

Item	N	Percentage						Mean
		6 = Every day or almost every day	5 = 2 or 3 times a week	4 = Once a week	3 = 2 or 3 times a month	2 = Less than 2 or 3 times a month	1 = Never	
Checking that your child completes homework								
Winter 2002	50	66%	18%	14%	0%	0%	2%	5.4
Summer 2002	45	67%	13%	4%	4%	9%	2%	5.2
Winter 2003	50	72%	18%	6%	2%	0%	2%	5.5
Summer 2003	46	76%	15%	2%	2%	2%	2%	5.5
Helping your child with a writing assignment								
Winter 2002	47	21%	23%	21%	11%	11%	13%	4.0
Summer 2002	44	34%	30%	9%	2%	11%	14%	4.3
Winter 2003	50	24%	18%	16%	8%	10%	24%	3.7
Summer 2003	45	22%	24%	9%	9%	9%	27%	3.6
Taking your child to a library								
Winter 2002	49	0%	8%	14%	16%	29%	33%	2.4
Summer 2002	46	4%	11%	15%	11%	30%	28%	2.6
Winter 2003	50	4%	10%	8%	28%	26%	24%	2.7
Summer 2003	46	9%	9%	9%	20%	24%	30%	2.7

Parents' level of involvement in educational activities at home has remained steady over the past several years, except for reading to their children, which has declined significantly

Figure 42 summarizes the results of a series of analyses of variance conducted to explore variation in responses to these items across the first four survey administrations. As seen in this figure, there has been a statistically significant decline in the frequency with which parents read to or with their child. The average rating for this item obtained in summer 2003 was significantly lower than the rating obtained during either of the first two survey administrations.

42. Parent survey: repeated measures analysis of variance for amount of time spent supporting education at home

Item	N	Mean scores: Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Reading to or with your child	41	4.1	4.0	3.7	3.2	3.1*[ab]
Helping your child with homework	41	5.0	4.6	4.7	4.5	0.9
Talking to your child about classes, teachers, or other school topics	42	5.4	5.4	5.5	5.5	0.6
Checking that your child completes homework	41	5.4	5.1	5.4	5.5	1.9
Helping your child with a writing assignment	37	4.0	4.2	3.7	3.4	2.0
Taking your child to a library	41	2.3	2.6	2.7	2.7	1.0

Note. N is the number of parents who completed all four survey administrations.

* There has been a significant change in scores over time, p<.05.

[a] Average rating in winter 2002 is significantly lower than the average rating in summer 2003.

[b] Average rating in summer 2002 significantly lower than the average rating in summer 2003.

Forty percent of the parents felt as though their level of school involvement has increased, though this perception has declined over time

In summer 2003, approximately 40 percent of parents felt that their level of involvement had increased either slightly or significantly since beginning the program (see Figure 43). Fifty-six percent said that there was no change in their level of involvement. There has been a significant decline in parents' ratings to this item over the previous three survey administrations (see Figure 44).

43. Parent survey: perceived changes in parental involvement

Since [SCHOLAR] began participating in Cargill Scholars, has your involvement in his/her school…	N	Percentage: 5 = increased significantly	4 = increased slightly	3 = neither increased nor decreased	2 = decreased slightly	1 = decreased significantly	MEAN
Summer 2002	46	33%	24%	41%	2%	0%	3.9
Winter 2003	47	21%	32%	45%	2%	0%	3.7
Summer 2003	46	20%	20%	56%	4%	0%	3.5

Note. This question was not asked in winter 2002.

44. Parent survey: repeated measures analysis of variance for perceived changes in parental involvement

Item	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
Since [SCHOLAR] began participating in Cargill Scholars, has your involvement in his/her school…	42	3.9	3.7	3.5	1.9*[a]

Note. N is the number of parents who completed all three survey administrations.

* There has been a significant change in scores over time, p<.05.

[a] Average rating in summer 2002 is significantly higher than the average rating in summer 2003.

Almost all parents and teachers (96%) said that they talked to each other at least once in the previous three months, usually about good things that scholars were doing

In summer of 2003, 96 percent of parents said that they had talked to their child's teacher at least once in the previous three months about how their child was doing in school (compared to 88% in winter 2003). Twenty-six percent talked to teachers more than seven times (compared to 18% in winter 2003) (see Figure 45). These conversations were typically described as being positive, rather than about problems or issues (see Figure 46). There were no significant changes in the average response to these items over the first four survey administrations (see Figure 47).

45. 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?	N	Percentage: 1 = never	2 = 1 to 3 times	3 = 4 to 6 times	4 = 7 to 10 times	5 = over 10 times	Mean
Winter 2002	50	8%	62%	8%	8%	14%	2.6
Summer 2002	46	2%	50%	33%	6%	9%	2.7
Winter 2003	50	12%	56%	14%	4%	14%	2.5
Summer 2003	46	4%	57%	13%	6%	20%	2.8

46. 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?	N	Percentage 5 = always or almost always positive	4 = usually positive	3 = about equally positive and negative	2 = usually negative	1 = always or almost always negative	Mean
Winter 2002	46	44%	35%	20%	0%	2%	4.2
Summer 2002	45	51%	27%	22%	0%	0%	4.3
Winter 2003	43	54%	25%	21%	0%	0%	4.3
Summer 2003	44	57%	16%	18%	9%	0%	4.2

47. Parent survey: repeated measures analysis of variance for contact with scholars' teacher

Item	N	Mean scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
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?	42	2.5	2.7	2.3	2.6	1.4
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?	30	4.3	4.2	4.4	4.3	0.2

Note. N is the number of parents who completed all four survey administrations.

Teachers were asked a similar set of questions. As seen in Figure 48, 96 percent of the teachers said that they had talked to scholars' parents at least once in the previous three months. Seventy-four percent said that they had talked to parents between one and six times. These conversations were generally about positive things that scholars were doing, rather than problems (see Figure 49). There have been no significant changes in these ratings over time (see Figures 50 and 51).

48. 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?	N	Percentage 1 = never	2 = 1 to 3 times	3 = 4 to 6 times	4 = 7 to 10 times	5 = over 10 times	Mean
Fall 2001	50	10%	50%	36%	4%	8%	2.3
Spring 2002	50	8%	66%	10%	8%	8%	2.4
Fall 2002	48	0%	60%	21%	6%	13%	2.7
Spring 2003	47	4%	57%	17%	9%	13%	2.7

49. 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?	N	5 = always or almost always positive	4 = usually positive	3 = about equally positive and negative	2 = usually negative	1 = always or almost always negative	Mean
Fall 2001	44	43%	18%	30%	9%	0%	4.0
Spring 2002	45	29%	31%	29%	4%	7%	3.7
Fall 2002	46	39%	26%	28%	0%	7%	3.9
Spring 2003	44	30%	43%	23%	4%	0%	4.0

50. Teacher survey: paired t-tests for level of contact with scholars' parents

During the last three months, about how many times have you spoken to [SCHOLAR's] parents about how the child was doing in school?	N	Pretest mean	Posttest mean	T-test
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	2.3	2.4	-0.5
Change from time 3 (fall 2003) to time 4 (spring 2003)	45	2.7	2.7	-0.2

51. Teacher survey: paired t-tests for nature of contact with scholars' teachers

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?	N	Pretest mean	Posttest mean	T-test
Change from time 1 (fall 2001) to time 2 (spring 2002)	40	3.9	3.7	1.2
Change from time 3 (fall 2003) to time 4 (spring 2003)	41	4.0	4.0	0.0

Attendance at school events

Most parents attended Cargill Scholars events and visited their child's classroom, but they were unlikely to attend athletic events or to volunteer time at school

Parents were asked how often they have attended a variety of school and extracurricular events over the past three months. In summer 2003, parents were most likely to report that they have attended Cargill Scholars events and visited their child's classroom (with averages falling between "at least once" and "several times") (see Figure 52). They were least likely to attend an athletic event at school or volunteer time at a school event or extracurricular activity. Seventy to eighty percent of the parents said that they had not done these activities in the previous three months.

52. 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 3 = Two or more times	2 = At least once	1 = Not at all	Mean
Attending an open house at school					
Winter 2002	45	40%	33%	27%	2.1
Summer 2002	42	57%	31%	12%	2.5
Winter 2003	46	30%	44%	26%	2.0
Summer 2003	45	29%	51%	20%	2.1
Attending a parent-teacher conference					
Winter 2002	48	48%	42%	10%	2.4
Summer 2002	44	66%	30%	4%	2.6
Winter 2003	47	49%	40%	11%	2.4
Summer 2003	44	32%	48%	20%	2.1
Attending an athletic event at school					
Winter 2002	45	13%	7%	80%	1.3
Summer 2002	39	28%	18%	54%	1.7
Winter 2003	42	17%	10%	74%	1.4
Summer 2003	40	23%	7%	70%	1.5
Attending a Cargill Scholars event					
Winter 2002	50	56%	28%	16%	2.4
Summer 2002	46	70%	24%	6%	2.6
Winter 2003	49	39%	37%	25%	2.1
Summer 2003	46	74%	17%	9%	2.7

52. Parent survey: frequency of attending school events (continued)

For each activity, please tell me whether this is something you have done several times, at least once, or not at all in the previous three months.	N	Percentage 3 = Two or more times	2 = At least once	1 = Not at all	Mean
Attending a meeting with your child's teacher or principal					
Winter 2002	50	28%	36%	36%	1.9
Summer 2002	46	61%	22%	17%	2.4
Winter 2003	50	32%	40%	18%	2.0
Summer 2003	45	38%	33%	29%	2.1
Visiting your child's classroom					
Winter 2002	50	38%	36%	36%	2.1
Summer 2002	46	67%	22%	11%	2.6
Winter 2003	50	42%	40%	18%	2.2
Summer 2003	46	48%	35%	17%	2.3
Volunteering time at a school event					
Winter 2002	50	12%	12%	76%	1.4
Summer 2002	46	11%	26%	63%	1.5
Winter 2003	48	10%	19%	71%	1.4
Summer 2003	46	11%	9%	80%	1.3
Attending your child's extracurricular event					
Winter 2002	47	34%	15%	51%	1.8
Summer 2002	43	51%	19%	30%	2.2
Winter 2003	46	39%	17%	44%	2.0
Summer 2003	45	44%	20%	36%	2.1
Volunteering with a child's extracurricular activity					
Winter 2002	47	17%	13%	70%	1.5
Summer 2002	42	26%	12%	62%	1.6
Winter 2003	47	11%	15%	74%	1.4
Summer 2003	43	12%	14%	74%	1.4

Frequency of parents' attendance at school events remained stable for some items and fluctuated for others; in the program's second year, parents' attendance at parent-teacher conference and Cargill Scholars events increased.

Figure 53 presents the results of a repeated measures analysis for each of these items. For four items (attending an athletic event, volunteering time at a school event, volunteering time at an extracurricular activity, and attending an extracurricular activity), results were relatively stable across the first two years of the program.

For the remaining five items, a similar pattern was found across the two school years. Across the first program year (winter 2002 to summer 2002), significant increases were seen in the frequency of all activities. However, these increases were followed by decreases between the first and second years (though this decrease was significant for only four items). Across the second year (from winter 2003 to summer 2003), there were increases in the frequency of parents' attendance at parent-teacher conferences and Cargill Scholars events.

53. Parent survey: repeated measures analysis of variance for frequency of attending school events

		Mean scores				
	N	Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Attending an open house at school	31	2.1	2.6	2.2	2.1	3.9*[abc]
Attending a parent-teacher conference	34	2.4	2.6	2.4	2.9	5.0**[acd]
Attending an athletic event at school	25	1.4	1.7	1.4	1.6	1.3
Attending a Cargill Scholars event	42	2.4	2.6	2.1	2.6	5.2**[abd]
Attending a meeting with your child's teacher or principal	41	1.9	2.3	1.9	2.0	5.8***[abc]
Visiting your child's classroom	42	2.0	2.6	2.3	2.3	5.7***[abe]
Volunteering time at a school event	40	1.3	1.4	1.4	1.3	0.8
Attending your child's extracurricular event	33	2.0	2.2	2.1	2.0	1.0
Volunteering with a child's extracurricular activity	32	1.4	1.5	1.4	1.3	0.6

Note. N is the number of parents who completed all four survey administrations.

There has been a significant change in scores over time, *p<.05, **p<.01, ***p<.001.

[a] Average rating in winter 2002 is significantly different from average rating in summer 2002.

[b] Average rating in summer 2002 is significantly different from average rating in winter 2003.

[c] Average rating in summer 2002 is significantly different from average rating in summer 2003.

[d] Average rating in winter 2003 is significantly different from average rating in summer 2003.

[e] Average rating in Winter 2002 is significantly different from average rating in summer 2003.

Teachers also agreed that parents were likely to attend parent-teacher conferences, but unlikely to volunteer time

Teachers were also asked whether parents have attended events at school. Results to this question are reported in Figure 54. During all four survey administrations, the average frequency of all five types of activities fell between "not at all" and "at least once." According to teachers, parents were most likely to attend parent-teacher conferences, while the least frequent activity was volunteering time at a school event.

54. 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 3 = Several times	2 = At least once	1 = Not at all	Mean
Attending an open house at school					
Fall 2001	42	14%	45%	41%	1.7
Spring 2002	42	12%	24%	64%	1.5
Fall 2002	45	9%	56%	36%	1.8
Spring 2003	39	10%	26%	64%	1.5
Attending a parent-teacher conference					
Fall 2001	48	12%	67%	21%	1.9
Spring 2002	42	12%	44%	44%	1.7
Fall 2002	46	9%	72%	20%	1.9
Spring 2003	44	14%	43%	43%	1.7
A meeting with the child's teacher or principal					
Fall 2001	50	16%	44%	40%	1.8
Spring 2002	47	8%	30%	62%	1.5
Fall 2002	41	2%	29%	68%	1.3
Spring 2003	44	5%	27%	68%	1.4
A visit to your classroom					
Fall 2001	50	14%	20%	66%	1.5
Spring 2002	49	14%	31%	55%	1.6
Fall 2002	45	13%	24%	62%	1.6
Spring 2003	47	17%	30%	53%	1.6
Volunteer time at a school event					
Fall 2001	45	7%	4%	89%	1.2
Spring 2002	47	4%	15%	81%	1.2
Fall 2002	45	4%	4%	91%	1.2
Spring 2003	45	7%	13%	80%	1.3

Figure 55 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").

At least 40 percent of the teachers gave the same frequency rating in spring 2003 as they had in fall 2002. Ratings were most stable for volunteering time at a school event (80%) and visiting the classroom (57%). More than one-third of teachers reported increased frequency of attendance at open-houses and parent-teacher conferences. Twenty-nine percent reported increased numbers of meetings with the teacher or principal. These results are in contrast to the opposite year, when more than one-third of the teachers reported declines in the frequency of these events.

55. 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?	N	Improve	Maintain	Decrease
Attending an open house at school				
Change from time 1 (fall 2001) to time 2 (spring 2002)	36	6 (14%)	18 (50%)	12 (36%)
Change from time 3 (fall 2002) to time 4 (spring 2003)	36	15 (42%)	16 (44%)	5 (14%)
Attending a parent-teacher conference				
Change from time 1 (fall 2001) to time 2 (spring 2002)	39	8 (21%)	16 (41%)	15 (38%)
Change from time 3 (fall 2002) to time 4 (spring 2003)	41	16 (39%)	17 (41%)	8 (20%)
A meeting with the child's teacher or principal				
Change from time 1 (fall 2001) to time 2 (spring 2002)	47	6 (13%)	24 (51%)	17 (36%)
Change from time 3 (fall 2002) to time 4 (spring 2003)	35	10 (29%)	17 (49%)	8 (22%)
A visit to your classroom				
Change from time 1 (fall 2001) to time 2 (spring 2002)	49	9 (29%)	30 (60%)	10 (20%)
Change from time 3 (fall 2002) to time 4 (spring 2003)	42	8 (19%)	24 (57%)	10 (24%)
Volunteer time at a school event				
Change from time 1 (fall 2001) to time 2 (spring 2002)	43	6 (14%)	34 (79%)	3 (7%)
Change from time 3 (fall 2002) to time 4 (spring 2003)	40	2 (5%)	32 (80%)	6 (15%)

Knowledge of school- or community-based resources

The percentage of parents who learned about resources to help their children with school increased steadily over time (to 53% in summer 2003), while the percentage who have used these resources declined (to 48% in summer 2003)

The percentage of parents who said that they have learned about school- or community-based services to help their children with school has increased steadily from 31 percent in summer 2002 to 53 percent in summer 2003. However, the percentage who reported using these resources has declined steadily from 86 percent in summer 2002 to 48 percent in summer 2003 (see Figure 56). These activities included tutoring, music lessons, and other services (see Figure 57).

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

Item	N	Percentage saying yes
Since [SCHOLAR] became involved with Cargill Scholars, have you learned about any school- or community-based services to help your child with school		
Summer 2002	45	31%
Winter 2003	47	38%
Summer 2003	45	53%
Have you used these school- or community-based resources		
Summer 2002	14	86%
Winter 2003	18	56%
Summer 2003	23	48%

Note. These questions were not asked in winter 2002.

57. Parent survey: open-ended responses – What are these school- or community-based resources? (summer 2003)

What are these school- or community-based resources?
College for kids.
Dance program.
GEMS (math, science, engineering for girls).
Fairview Park teaches how to cook, sew, knit.
Change of mind, tutoring (primarily).
Music, exercise, tutor.
Music.
Neighborhood Involvement Program.
Parent meetings at school.
Sabathany – we didn't really use this (tutoring) but we inquired about it. Sylvan – we started to use it, but it was kind of expensive. Homework and hoops – we used this a few times.
The free/reduced cost dental clinic. The book bags and office supplies from Target.
Tutoring at the church.
Tutoring through a church as well as Cargill.

Twenty-two percent of the parents learned about resources to assist them with parenting issues, though none of them used these resources

Parents were also asked if they had learned about any school- or community-based services to help them with parenting issues. In summer 2003, 22 percent of the parents said that they had learned about school- or community-based services to help them with parenting issues. These results have remained fairly consistent over the first three survey administrations. The percentage of parents who reported using these services has declined from 56 percent in summer 2002 to 0 percent in summer 2003 (see Figures 58 and 59).

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

Since [SCHOLAR] became involved with Cargill Scholars, have you learned about any school- or community-based services to help you with parenting issues	N	Percentage saying yes
Summer 2002	45	20%
Winter 2003	48	15%
Summer 2003	46	22%
Have you used these school- or community-based resources		
Summer 2002	9	56%
Winter 2003	7	14%
Summer 2003	9	0%

Note. These questions were not asked in winter 2002.

59. Parent survey: open-ended responses – What are these school- or community-based resources? (summer 2003)

What are these school- or community-based resources?
If I couldn't take care of things with the kids Cargill gave me a list of numbers I could call for help.

Understanding of school policies and procedures

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

The last measure related to parental involvement in education obtained from the parent survey is the percentage of parents who reported that the Cargill Scholars program has helped them gain a better understanding of school policies and procedures. As seen in Figure 60, 61 percent of parents said that they had gained a better understanding of school policies and procedures. These results have remained consistent over time.

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

Has the Cargill Scholars program helped you gain a better understanding of school policies and procedures?	N	Percentage saying yes
Summer 2002	44	61%
Winter 2003	47	55%
Summer 2003	46	61%

Note. This question was not asked in winter 2002.

Positive relationships with unrelated adults

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

Perceived improvement in relationships with unrelated adults

Ninety-one percent of both scholars and parents felt that the program had helped scholars improve relationships with unrelated adults

As seen in Figure 61, 91 percent of parents felt that the Cargill Scholars program had helped their child improve relationships with unrelated adults either "a lot" or "a little." Similarly, 91 percent of the scholars felt that the program had helped them improve relationships with other adults at least "sometimes" (see Figure 62). There have been no significant changes in these ratings over the last three survey administrations for either parents or scholars (see Figure 63).

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

Do you feel Cargill Scholars has helped your child improve relationships with unrelated adults?	N	Percentage 3 = Yes, a lot	2 = Yes, a little	1 = No	Mean
Summer 2002	45	58%	31%	11%	2.5
Winter 2003	47	49%	38%	13%	2.4
Summer 2003	46	60%	31%	9%	2.5

Note. This question was not asked in winter 2002.

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

Do you feel that being Cargill Scholars has helped you improve relationships with other adults?	N	Percentage 3 = Yes	2 = Sometimes	1 = No	Mean
Summer 2002	45	76%	18%	6%	2.7
Winter 2003	49	74%	12%	14%	2.6
Summer 2003	46	54%	37%	9%	2.5

Note. Response choices in Summer 2002 were 1= no; 2 = yes, a little; and 3 = yes, a lot.

Note. This question was not asked in winter 2002.

63. Parent and scholar survey: repeated measures analysis of variance for perceived improvement in relationships with unrelated adults

Item	N	Mean scores: Summer 2002	Winter 2003	Summer 2003	F
Do you feel Cargill Scholars has helped your child improve relationships with unrelated adults?	40	2.5	2.4	2.6	0.8
Do you feel that being in Cargill Scholars has helped you improve relationships with other adults?	40	2.7	2.6	2.5	0.4

Note. N is number of parents and scholars who completed all three survey administrations.

Relationships with mentors

According to both parents and scholars, 59 percent of the scholars had been matched with a mentor through Big Brothers/Big Sisters as of summer 2002

According to both parents and scholars, 59 percent of the scholars had been matched with a mentor through Big Brothers/Big Sisters (see Figures 64 and 65). This figure represents a decline from the 67 percent of parents (but is similar to the 60% reported by scholars) who said that scholars had mentors in winter 2003.

64. Parent survey: presence of Big Brother/Big Sister mentor

Has your child been matched with a mentor through Big Brothers/Big Sisters yet?	N	Percentage saying yes
Winter 2003	38	67%
Summer 2003	46	59%

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

65. Scholar survey: presence of Big Brother/Big Sister mentor

Do you have a Big Brother/Big Sister mentor yet?	N	Percentage saying yes
Summer 2002	47	47%
Winter 2003	50	60%
Summer 2003	46	59%

Note. This question was not asked in winter 2002.

All parents said that scholars had at least a somewhat positive relationship with the mentor; 89 percent said it was very positive

Those parents who said that their child had a mentor were asked to rate the quality of the relationship between the child and the mentor. As seen in Figure 66, all parents said that the relationship was either "somewhat positive" or "very positive." Most (89%) said that the relationship was very positive. These results have not changed significantly (see Figure 67).

66. Parent survey: ratings of relationship with Big Brother/Big Sister

How would you describe your child's relationship with the mentor?	N	Percentage 5 = very positive	4 = somewhat positive	3 = neither positive nor negative	2 = somewhat negative	1 = very negative	Mean
Winter 2003	32	94%	3%	3%	0%	0%	4.9
Summer 2003	27	89%	11%	0%	0%	0%	4.9

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

67. Parent survey: paired t-test for child's relationship with mentor

	N	Mean scores Winter 2003	Summer 2003	T-test
How would you describe your child's relationship with the mentor?	24	4.9	4.9	-0.4

While all scholars enjoy time with mentors and feel that their mentors listen to them, fewer felt they spent enough time with their mentors or talked to their mentors about their feelings

Those scholars who had a mentor were also asked several questions regarding their relationship. As seen in Figure 68, all scholars said that they enjoy the time spent with their mentor and feel as though their mentor listens to them at least sometimes. The percentage who agreed that they spent as much time as they would like with their mentor decreased from 70 percent in winter 2003 to 59 percent in summer 2003.

The lowest ratings emerged related to scholars talking to their mentor about their feelings. In summer 2003, 37 percent of the scholars said that they had not been able to talk to their mentor, an increase from 27 percent the previous winter. When only the scholars who have

maintained their mentors over time are examined, responses to this item increased significantly, however (see Figure 69). Ratings to all other items remained stable.

68. Scholar survey: scholars' relationships with their mentors

Since you were paired with a Big Brother/Big Sister through Cargill Scholars, have you	N	Percentage 3 = Yes	2 = Sometimes	1 = No	Mean
Been able to talk to your mentor about your feelings[1]					
Summer 2002	22	50%	9%	41%	2.1
Winter 2003	30	33%	40%	27%	2.1
Summer 2003	27	26%	37%	37%	1.9
Spent as much time as you would like with your Big Brother/ Big Sister[1]					
Summer 2002	22	68%	14%	18%	2.5
Winter 2003	30	70%	23%	7%	2.6
Summer 2003	27	59%	30%	11%	2.5
Enjoyed the time you spent with your Big Brother/Big Sister[1]					
Summer 2002	22	96%	4%	0%	3.0
Winter 2003	30	97%	3%	0%	3.0
Summer 2003	46	100%	0%	0%	3.0
Feel like your Big Brother/Big Sister listens to you?[2]					
Summer 2003	27	93%	7%	0%	2.9

[1] This question was not asked in winter 2002.

[2] This question was not asked in winter 2002, summer 2002, or winter 2003.

69. Scholar survey: changes in scholars' relationships with their mentors

	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
Been able to talk to your mentor about your feelings	16	2.1	1.7	2.2	2.6[a]
Spent as much time as you would like with your Big Brother/ Big Sister	16	1.5	1.5	1.6	0.2
Enjoyed the time you spent with your Big Brother/Big Sister	16	1.1	1.0	1.0	1.0

Note. N is number of scholars who completed all three survey administrations.

Note. These questions were not asked in winter 2002.

[a] Mean in summer 2003 is significantly higher than the mean in winter 2003.

Just over 80 percent of both scholars and parents felt that Big Brothers/Big Sisters had made a difference in the scholar's life, including learning new things, receiving positive attention, and developing social skills

As seen in Figure 70, 81 percent of the parents felt that the Big Brother/Big Sister mentor had made a difference in the scholar's life. When asked how they had made a difference, some parents said that the mentors had exposed to scholars to new activities or experiences. Others said that the relationship made scholars feel special and that it was good for them to receive the attention from a good role model. Some highlighted the benefits for the scholars, including increased assertiveness, communication skills, and patience. A full list of comments is provided in Figure 71.

70. Parent survey: impact of Big Brothers/Big Sisters

Has your child's relationship with the mentor made a difference in his/her life?	N	Percentage saying yes
Winter 2003	28	89%
Summer 2003	26	81%

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

71. Parent survey: open-ended responses – How has the relationship with the mentor made a difference in his/her life? (summer 2003)

How has the relationship with the mentor made a difference in his/her life?
Doing new things.
Exposed her to sports, crafts (various activities). Exposed her to a wide variety of learning experiences.
Getting to see different backgrounds of people. Getting to see that they (mentors) went to college. I had her when I was 15, so I didn't go to college. It's good for her to see a different perspective.
Happier.
He can have two mentors' complete attention and do activities that they have in common.
He used to have a hard time saying what he wanted, not anymore. He is happy with them.
He's beginning to open up and speak more, he's very soft spoken usually, so his Big Brother has helped him become more assertive.
Her sister comes to pick her up and they go on and do something, once a week, they have a good time.
His biological father is not in his life, so when the mentor calls, it makes him feel good, like he has a father.
It's positive – someone to look up to – a role model.

71. Parent survey: open-ended responses – How has the relationship with the mentor made a difference in his/her life? (summer 2003) (continued)

How has the relationship with the mentor made a difference in his/her life?
Learning different cultures.
Made him feel more special, good about himself, learned new things helped him with grades and confidence, maturity level.
Makes her have more positive view of theater. Her Big Sister is involved in theater and takes her to see shows. Scholar used to not like sitting in a theater for a long time. Now she has more patience and interest.
Mentor provides more age appropriate opportunities.
Seems more patient, with his brothers especially.
She gets to go more places.
She is another person (adult) scholar feels comfortable talking to. As she's getting older, she wants to go out more, and it's nice that her Big Sister is there to do that with her. I don't have time to help her do everything she wants to do, in terms of social activities.
She's more open, communicates more than she used to, expresses her feelings, more talkative.
The mentor can do things with her that I can't. The mentor wanted her to go to a private school, but (scholar) didn't want to. We thought about it a lot, and eventually decided to send her to public school. The mentor still supports us, even though we went against her recommendation.
The mentor is an educated person (a lawyer) so he's able to influence my child's way of doing things.
They are a good match. They like to do the same things, like read books and go to Twins games. He has a Big Brother/Big Sister couple, and they are good people and good role models. They can do things with him – things I don't have time to do.

As seen in Figure 72, 82 percent of the scholars felt that their Big Brother/Big Sister had made a difference in their lives. Those scholars who said that the mentor had made a difference were asked to describe this difference. As seen in Figure 73, most scholars said that the mentors had helped them learn new skills and improve their attitudes. Others felt that they had benefited from the activities they did with the mentors.

72. Scholar survey: has Big Brother/Big sister made a difference

Has your Big Brother/Big Sister made a difference in your life?	N	Percentage saying yes
Winter 2003	29	76%
Summer 2003	27	82%

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

73. Scholar survey: open-ended responses – How have they made a difference?

How have they made a difference?
Personal growth
Being there for me.
By helping me be a better person.
By taking me to places and showing and teaching me new things I feel that I know more.
Encourages me, she tells me "you can do it".
He makes me think positively.
He gives me direction, explains things that allow me to understand things in life better.
She helps me change my attitude and how I act.
Showed me how to deal with something.
They help me when times are tough.
Taught me to listen better and not talk out a lot.
She's made me feel good.
Activities
Going out and stuff.
I went horseback riding for the first time.
Just hanging out and doing cool stuff like going to movies. My mom does that with me, but my dad doesn't.
Because if I wanted to hang out with my friends, I cancel that to go with the Big Sister and she teaches things.
Learn how to have fun and do stuff.
Let me get away from my brothers.
Make my days more fun than if I didn't go out with them – would be bored otherwise.
Taking you places.
Academic help
They help me read more. They gave me some books. We like the same type of stuff, so they picked good books.
They help with math – multiplication.

Scholars' enjoyed spending time with and talking to their mentors

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.

Other scholars said that their mentor is fun to be with or that they enjoyed talking to their mentors. A full list of scholars' responses is found in Figure 74.

74. Scholar survey: open-ended comments – What have you liked best about your Big Brother/Big Sister? (summer 2003)

What have you liked best about your Big Brother/Big Sister?
Communication/relationship
He listens to me and explains things to me.
How she treats me – nice to me, asks me to do stuff.
He helps me with problems.
That he spends time with me, listens to me.
She understands me.
She likes to have fun.
Fun to be with
Fun to hang out with, takes me places.
Fun, like me, like running around, doing sports.
He is cool and funny.
She is funny, creative, she got a car.
She's fun, she's really nice, she likes animals.
She's nice, helpful, caring.
She's very nice, honest, spend time with me and show me things like how to bake cookies.
She's nice, she tells me what she did on her vacation, she gets the paper to see what movies are on. She teaches me stuff.
She works at Cargill so she knows all about Cargill Scholars. She's funny and nice.
Activities
He takes me places and talks with me.
He takes me to places where I've never been before. When I ask him to try something new he would let me.
Horseback riding.
Rides in the car.
She takes me wherever I want. She gives me ideas for where to go and we switch off.
They take me places, like bowling and Twins games. Also, paint-a-plate.
They're nice, they go places I like to go, they're helpful, they're very kind.
We go places. We get along.
We went to a football game (MN Vikings).
We went to Timberwolves basketball games, he comes to my football games, we go places.
When she takes me places – Valleyfair, the mall, roller-skating, ice-skating, canoeing, camping, all kinds of places.
When they take me out to movies, and when I walk around outside with them.

Scholars were also asked what they liked least about their Big Brother/Big Sister. As seen in Figure 75, most scholars said that there was not anything that they did not like. A few scholars said that they do not hear from their mentor often enough.

75. Scholar survey: open-ended comments – What have you liked least about your Big Brother/Big Sister? (winter 2003)

What have you liked least about your Big Brother/Big Sister?
Not enough communication
Doesn't come or call enough.
Haven't heard from her in awhile.
I never see her, that she doesn't get me what I like (things I want).
No negative thoughts
Nothing. (21 respondents)
Like everything about her.
There was nothing I didn't like about her.
Can't think of any. There's nothing to not like about him.

Presence of supportive unrelated adults

Most scholars (83%) said that they had unrelated adults that they could depend on, including relatives, teachers, friends' parents, and neighbors

The first measure of this goal is the percentage of scholars who report that they have adults that they can depend on. As seen in Figure 76, in summer 2003, 83 percent of scholars said they had adults, other than their parents, that they can depend on.

76. Scholar survey: presence of supportive unrelated adults

Besides your parents, do you have other adults you can depend on?	N	Percentage saying yes
Winter 2002	49	82%
Summer 2002	47	89%
Winter 2003	49	82%
Summer 2003	46	83%

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 77. 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.

77. Scholar survey: open-ended comments – besides parents, who are some of the other adults you talk to or depend on? (summer 2003)

Besides parents, who are some of the other adults you talk to or depend on?
Grandma. (10 respondents)
Aunt. (8 respondents)
Sister. (8 respondents)
Teacher. (8 respondents)
Cousin. (7 respondents)
Brothers. (6 respondents)
Uncles. (5 respondents)
Big Brother /Big Sister. (4 respondents)
Friend's mom. (4 respondents)
Grandpa. (4 respondents)
Grandparents. (3 respondents)
Friends. (3 respondents)
Coach. (3 respondents)
Dad. (2 respondents)
Neighbors. (2 respondents)
Godfather. (2 respondents)
Friends of mom and dad.
Family members.
Assistant principal.
Daycare provider.
Mom's old boyfriend.
Other school staff.
Parents.
Pastor
People from the park.
Police.
Principal.
Trumpet teacher.
Women at the hair shop.

When faced with an important decision, most scholars would talk to family members (especially mothers), who they thought would listen, provide options or advice, and help them find a solution

In summer 2003, several new questions were added to the scholar survey to assess the availability of supportive individuals. First, scholars were asked who they would talk to if they had an important decision to make. As seen in Figure 78, more than half of the scholars (N=26) said that they would talk to their mothers (not including six scholars who mentioned 'parents'). Other family members were also mentioned, including fathers, siblings, grandparents, aunts, and uncles. Twelve scholars mentioned friends. A few scholars said that they would talk to teachers or a coach. When asked how this person would help them, scholars said that they would provide them with different options, help them figure out a solution, listen to them, and give them advice (see Figure 79).

78. Scholar survey: open-ended comments – Who would you talk to if you have an important decision to make? (summer 2003)

Who would you talk to if you have an important decision to make?
Mom. (26 respondents)
Friends. (12 respondents)
Parents. (6 respondents)
Dad. (5 respondents)
Grandma. (3 respondents)
Sisters. (3 respondents)
Brother. (2 respondents)
Teacher. (2 respondents)
Aunties.
Coach.
Uncle.
My cousin.
My sister-in-law.
Trumpet teacher.

79. Scholar survey: open-ended comments – How would this person help you? (summer 2003)

How would this person help you?
Aunties – could tell what it was like growing up (there is trust apparently), sisters – they can teach me basic things.
By choosing what's best for me and what I like.
Finding an answer for my questions.
Give me some ways how I can decide.
Listening and let me figure it out.
I know they'll tell me to do the right thing.
Try to sort stuff out.
We decide which decision is better than the other decision.
We'd talk and they'd tell me what they thought. Then I'd decide what was right.
If I had a choice to make, like choosing between basketball and football, she would tell me to do the one you do best.
It depends on what the decision is.
She would just help me. How depends on the situation.
Telling me how to do this and that, depending on the situation or decision.
Listen, talk about it, think about it, then make the decision.
She'd tell me what to do.
Listening to me, make my problems better, pat me on the back and make me feel better.
My mom would be able to give me the permission and maybe some guidelines.
My parents would tell me to do the right thing. They can take me to places and get the help I need.
My teachers will know the importance of it and be able to tell me what to do.
She thinks about it.
She would give me advice. (2 respondents)
Talk to me about it. (5 respondents)
Tell me things I could do, ways I could think about my choices.
Tell me to do what I think or want to do.
Tell me to make the right choice for myself. (2 respondents)
Tell me to think about it first.
Tell me what to do, give me options.
Tell me what to do, what's right.
Tell me what's wrong and what's right.
Tell which one to do.

79. Scholar survey: open-ended comments – How would this person help you? (summer 2003) (continued)

How would this person help you?
Telling me how to go through with my problems or something.
Tells me the best decision to make.
They help me decide what is right or wrong.
They would help me because I know they make good decisions.
They'll tell me what to do.
Would tell what I should do – like pay attention and do better on homework.
Don't know. (2 respondents)
Not applicable.

Relationship with coaches

While most scholars enjoyed the time spent with coaches and felt that the coaches listened to them, fewer talked to coaches about their feelings

Scholars were asked several questions about their relationships with the program coaches. As seen in Figure 80, all scholars said that they enjoyed the time spent with the coach either "sometimes" or "all or most of the time." Ninety-four percent felt that the coach listened to them at least "sometimes." Scholars were least likely to say that they talked to coaches about their feelings. Just under half of the scholars (48%) said that they had not talked to the coaches.

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

		Percentage			
Item	N	1 = all or most of the time	2 = sometimes	3 = no	Mean
Been able to talk to your coach about your feelings					
Summer 2003	46	13%	39%	48%	2.4
Feel like your coach listens to you?					
Summer 2003	46	87%	7%	7%	1.2

Note. These questions were not asked during the first three survey administrations.

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 81. Scholars provided a range of responses to this item. Some scholars focused on academics, saying that the coaches helped them increase their academic skills or motivation. Others said that they provided encouragement and support in reaching their goals. Some scholars said that they received information or went new places. A number of scholars said that they either did not know how the coaches had helped or felt that the coaches had not helped them.

81. Scholar survey: open-ended item – How has Sam or Terri helped you this year? (summer 2003)

How has Sam or Terri helped you this year?
Academic help (skills and behavior)
Help me to learn more.
I get my homework done on time. Terri makes sure I do my homework.
Improve reading skills.
Just helped me improve in school.
Math skills, reading.
Read more.
Terri helped me learn to multiply – that was one of my goals.
They helped me with my school work.
Tutoring, helping me with my school work.
She's encouraging, she helped me do better at reading out loud in class – (it seems Terri's encouragement and confidence in student had an effect, positive effect on her performance).
Better grades, better behavior. Helped pay for school things and camp.
By coaching me to raise my hand in class more. He's encouraged me to meet new people, play with friends.
Helped motivate me to do better in school.
He helped me be a better student than before. He helped me pay attention more and follow directions better.
By telling me to hand in late assignments.
Sam helped me get better at school stuff.
Pushing me to get good grades.
They have helped me be able to hand in my school work on time and do better in school.
Helped achieve goals
Achieve goals, so I can get better at stuff and stop doing stuff.
By making me be a better person, by helping me with my goals, by helping me find new things to do.

81. Scholar survey: open-ended item – How has Sam or Terri helped you this year? (summer 2003) (continued)

How has Sam or Terri helped you this year?
Personal growth/encouragement
By checking in to see how I was doing and visiting here.
Encouraged me to do something. She dared me to take a shower, I was scared of the spiders. I talk to her on the phone every three months, she visits once in awhile (last time she came was October 2002).
Enjoy the time we spend together and he listens to me.
Learn a lot of new stuff I didn't know before.
Listen, when I didn't understand the tutoring they told me what it was.
Make new friends. Encouraged me to try new things.
They've helped me be a better person.
Told me not to listen to negative talk.
They listen to what I say and taught me to be a more responsible person.
Whenever I have a question they were there to listen and assist me.
Terri helped when times were tough.
Access to information
They helped me by giving information on anything that I needed within the program.
They send me mail to let me know about upcoming events. Can't think of anything else right now.
Took me new places
This summer she helped with reading. They help me be able to see different places – places I wouldn't get to go to otherwise.
I haven't seen Terri this summer. She helped me get to go places on fieldtrips.
Took me someplace I haven't been before, and I like going places I haven't been before.
Can't think of anything/Nothing positive
Don't know. (3 respondents)
They really didn't.
Terri has helped me very little.
Don't remember right now.
Don't remember, haven't seen them for awhile.
I don't know. I'm not sure. I can't think of anything.
He hasn't yet.
I don't know. Nothing.

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.

Teacher ratings of academic competence

While steady improvement in teachers' ratings have been seen, half of the scholars were rated as below average in terms of their academic competence

Several measures of scholars' school involvement and success were obtained from the teacher version of the Social Skills Rating Scale. The percentage of the scholars rated as showing average academic competence increased from 38 percent in fall 2001 to 48 percent in spring 2003 (see Figure 82). Simultaneously, the percentage rated as below average decreased from 62 percent to 50 percent.

82. Teacher SSRS: ratings of total academic competence

Total academic competence	N	Mean raw scores	Behavior levels (as compared to peers) Less competence	Average competence	More competence
Fall 2001	50	28.2	62%	38%	0%
Spring 2002	-	-	-	-	-
Fall 2002	48	28.6	54%	46%	0%
Spring 2003	48	29.0	50%	48%	2%

Note. The SSRS was not completed in spring 2002.

Teachers rated 57 percent of the scholars as falling into the top 30 percent of the class in terms of their motivation; ratings of actual performance were lower, though ratings of reading skills have improved

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 83.

In spring 2003, teachers rated scholars' overall motivation to succeed fairly high, with 57 percent of scholars rated as falling into the top 30 percent of their class. Ratings of actual success were typically lower, however. The lowest ratings were given for scholars' performance in reading and mathematics. Twenty-eight percent of the scholars were rated as falling into the top 30 percent of the class in terms of mathematics, while 23 percent were rated in the top 30 percent in terms of grade-level expectations in math.

Ratings of reading performance have shown some improvement. In spring 2003, 35 percent of the scholars were rated by teachers as falling into the top 30 percent of the class in terms of their reading performance (compared to 24% in the fall of 2001). Similarly, the percentage of scholars rated as falling into the top 30 percent of the class in terms of grade-level expectations in reading increased from 16 percent in fall 2001 to 27 percent in spring 2003.

83. Teacher SSRS: ratings of scholars' classroom performance

Item	N	Percentage					Mean
		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
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	4%	31%	42%	17%	6%	2.9
Spring 2003	48	6%	25%	38%	23%	8%	3.0
In reading, how does this child compare with other students?							
Fall 2001	50	10%	32%	34%	24%	0%	2.7
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	10%	25%	40%	21%	4%	2.8
Spring 2003	48	6%	25%	33%	31%	4%	3.0

83. Teacher SSRS: ratings of scholars' classroom performance (continued)

Item	N	Percentage					Mean
		Lowest 10%	Next lowest 20%	Middle 40%	Next highest 20%	Highest 10%	
In mathematics, how does this child compare with other students?							
Fall 2001	50	8%	32%	34%	24%	2%	2.8
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	10%	23%	42%	21%	4%	2.9
Spring 2003	48	6%	32%	34%	19%	9%	2.9
In terms of grade-level expectations, this child's skills in reading are…							
Fall 2001	49	4%	45%	35%	16%	0%	2.6
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	14%	31%	31%	17%	7%	2.7
Spring 2003	48	4%	35%	33%	21%	6%	2.9
In terms of grade-level expectations, this child's skills in mathematics are…							
Fall 2001	50	4%	46%	30%	18%	2%	2.7
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	13%	33%	31%	21%	2%	2.7
Spring 2003	48	6%	42%	29%	15%	8%	2.8
The child's overall motivation to succeed academically is...							
Fall 2001	50	6%	6%	26%	50%	12%	3.6
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	2%	15%	35%	23%	25%	3.5
Spring 2003	47	6%	13%	23%	34%	23%	3.6
Compared with other children in my classroom, the child's intellectual functioning is…							
Fall 2001	49	0%	16%	45%	31%	8%	3.3
Spring 2002	-	-	-	-	-	-	-
Fall 2002	48	0%	10%	50%	31%	8%	3.4
Spring 2003	47	2%	13%	50%	29%	6%	3.3

Note. The SSRS was not completed in spring 2002.

School attendance

Almost all scholars (98%) were rated as having "good" or better school attendance; ratings were more positive in the first year of the program than they were the second year

As seen in Figure 84, in summer 2003, 98 percent of scholars were rated by parents as having "good" or better school attendance (average rating between "very good" and "outstanding"). Ratings were fairly stable across the second year of the program, but were lower than they had been during the first year. While overall there has not been any significant trend in ratings, the average was significantly lower in winter 2003 than it had been in winter 2002 (see Figure 85). The largest change has been seen in the percentage of scholars rated by parents as showing "outstanding" attendance (which declined from 72% in winter 2002 to 54% in summer 2003).

84. Parent survey: parent ratings of scholars' school attendance

When you think of [SCHOLAR's] behavior over the last three months, how would you rate him/her in the following areas?	N	Percentage 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
Attending school								
Winter 2002	50	0%	0%	0%	12%	16%	72%	5.6
Summer 2002	46	0%	0%	0%	15%	17%	67%	5.5
Winter 2003	50	0%	0%	4%	12%	32%	52%	5.3
Summer 2003	46	0%	0%	2%	13%	30%	54%	5.4

85. Parent survey: repeated measures analysis of variance for parent ratings of scholars' school attendance

When you think of [SCHOLAR's] behavior over the last three months, how would you rate him/her in the following areas?	N	Mean scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Attending school	42	5.6	5.5	5.3[a]	5.4	2.3

Note. N is number of parents who completed all four survey administrations.

[a] Difference between winter 2002 and winter 2003 were significantly different.

In summer 2003, 58 percent of the parents said that the program helped the scholar improve their school attendance; ratings declined significantly between the first and second year of the program

Fifty-eight percent of the parents in summer 2003 felt that the program had helped the scholars improve their school attendance at least a little; 42 percent did not feel that the program had helped (see Figure 86). While overall, there was not a trend in ratings, parents provided significantly higher ratings of the program's benefit in summer 2002 than they did the following winter (see Figure 87).

86. Parent survey: perceived impact of Cargill Scholars on school attendance

Do you feel Cargill Scholars has helped your child…	N	Percentage 3 = Yes, a lot	2 = Yes, a little	1 = No	Mean
Improve school attendance					
Summer 2002	36	56%	33%	11%	2.4
Winter 2003	47	34%	19%	47%	1.9
Summer 2003	43	39%	19%	42%	2.0

Note. This question was not asked in winter 2002.

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

	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
Improve school attendance	31	2.4	2.1	2.2	2.7[a]

Note. This question was not asked in winter 2002.

Note. N is number of parents who completed all three survey administrations.

[a] Mean rating in summer 2002 is significantly higher than the mean in winter 2003.

Teachers rated most scholars (94%) as having good or better school attendance; ratings have not changed significantly over time

Teachers were also asked to rate scholars' school attendance. In spring 2003, teachers rated most scholars (94%) as having good or better school attendance. Paired t-tests were conducted to explore variation in ratings of school attendance across each school year. As seen in Figure 89, there were no statistically significant changes.

88. Teacher survey: ratings of scholar attendance

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
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	
Attending school regularly								
Fall 2001	50	0%	0%	8%	12%	28%	52%	5.2
Spring 2002	50	0%	2%	2%	8%	22%	66%	5.5
Fall 2002	48	0%	0%	2%	8%	33%	56%	5.4
Spring 2003	48	0%	2%	4%	6%	40%	48%	5.3

89. 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	Pretest mean (fall)	Posttest mean (spring)	T-test
Attending school regularly				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	5.2	5.5	-1.5
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	5.5	5.3	-1.3

Amount of effort put into schoolwork

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

In summer 2003, as has been the case for the previous three administrations, all parents said that scholars put at least a little effort into their schoolwork (see Figure 90). More than three-quarters of the parents (76%) said that the scholar put a lot of effort into their work. As seen in Figure 91, there have not been any significant changes in this rating over time.

90. Parent survey: parent ratings of scholars' academic effort

Item	N	Percentage 1 = none	2 = a little	3 = a lot	Mean
How much effort do you think [SCHOLAR] puts into his/her schoolwork?					
Winter 2002	50	0%	26%	74%	2.7
Summer 2002	46	0%	15%	85%	2.9
Winter 2003	50	0%	28%	72%	2.7
Summer 2003	46	0%	24%	76%	2.8

91. Parent survey: repeated measures analysis of variance for ratings of scholar academic effort

	N	Mean scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Amount of effort put into schoolwork	42	2.8	2.8	2.7	2.8	0.7

Note. N is number of parents who completed all three survey administrations.

Almost all teachers (95%) also said that scholars put at least a little effort into their schoolwork, with no significant changes in ratings over time

Teachers were also asked to rate scholars' academic effort. The results for this item are listed in Figure 92. Almost all teachers (95%) said that scholars put at least a little effort into their schoolwork; 59 percent said that scholars put a lot of effort into their work. Paired t-test results did not reveal any significant changes in these items over time (see Figure 93).

92. Teacher survey: teacher ratings of scholars' academic effort

Item	N	Percentage 1 = none	2 = a little	3 = a lot	Mean
How much effort do you think [SCHOLAR] puts into his/her schoolwork?					
Fall 2001	50	0%	38%	62%	2.6
Spring 2002	49	4%	31%	65%	2.6
Fall 2002	45	0%	49%	51%	2.5
Spring 2003	42	5%	36%	59%	2.6

93. Teacher survey: paired t-tests for teacher ratings of scholars' academic effort

How much effort do you think [SCHOLAR] puts into his/her schoolwork?	N	Pretest mean (fall)	Posttest mean (spring)	T-test
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	2.6	2.6	0.3
Change from time 3 (fall 2002) to time 4 (spring 2003)	37	2.5	2.5	0.8

Level of school adjustment

Almost all scholars (95%) were rated by parents as having either "somewhat positive" or "very positive" school adjustment

In the summer of 2003, 95 percent of the scholars were rated as having either "somewhat positive" or "very positive" school adjustment, compared to 88 percent in the winter of 2002 (see Figure 94). A repeated-measures analysis of variance indicated that ratings for this item have not changed significantly over time (see Figure 95).

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

Item	N	Percentage					Mean
		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 2002	50	0%	0%	2%	32%	66%	4.6
Summer 2002	46	0%	4%	9%	24%	63%	4.5
Winter 2003	50	0%	0%	12%	30%	58%	4.5
Summer 2003	46	0%	4%	0%	41%	54%	4.5

95. Parent survey: repeated measures analysis of variance for parent ratings of scholars' overall school adjustment

	N	Mean scores				F
		Winter 2002	Summer 2002	Winter 2003	Summer 2003	
How would you rate [SCHOLAR's] overall adjustment to school?	42	4.6	4.5	4.5	4.5	1.0

[a] Difference between winter 2002 and winter 2003 were significantly different.

Note. N is number of parents who completed all four survey administrations.

In spring 2003, 77 percent of teachers said that scholars had either a "somewhat positive" or "very positive" level of school adjustment

In spring 2003, 77 percent of teachers said that scholars had either a "somewhat positive" or "very positive" level of school adjustment. While this figure is lower than the 89 percent of the scholars who received this rating the previous fall, overall, there were no significant changes in ratings across the two school years (see Figures 96 and 97).

96. Teacher survey: teacher ratings of scholars' overall school adjustment

Item	N	Percentage 1 = Very negative	2 = Somewhat negative	3 = Neither positive nor negative	4 = Somewhat positive	5 = Very positive	Mean
How would you rate [SCHOLAR's] overall adjustment to school?							
Fall 2001	49	0%	4%	12%	31%	53%	4.3
Spring 2002	50	2%	0%	12%	36%	50%	4.3
Fall 2002	44	0%	5%	7%	39%	50%	4.3
Spring 2003	43	0%	7%	16%	30%	47%	4.2

97. Teacher survey: paired t-tests for teacher ratings of scholars' school adjustment

How would you rate [SCHOLAR's] overall adjustment to school?	N	Pretest mean (fall)	Posttest mean (spring)	T-test
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	5.3	4.3	0.2
Change from time 3 (fall 2002) to time 4 (spring 2003)	37	4.3	4.1	-1.4

Likelihood of attending post-secondary education

Almost all parents continue to feel that it is somewhat likely that scholars will attend post-secondary education; the percentage who felt their child would definitely attend has increased

In the summer of 2003, almost all parents (98%) thought that it was at least "somewhat likely" that their child would attend some form of postsecondary education (see Figure 98). Eighty-three percent of parents said their child would definitely attend college, compared to 76 percent for each of the first three data collection periods. Overall, there has not been any significant change in ratings, however (see Figure 99).

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

Item	N	Percentage 1 = definitely not	2 = somewhat unlikely	3 = somewhat likely	4 = definitely	Mean
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 2002	49	0%	4%	20%	76%	3.7
Summer 2002	46	0%	0%	24%	76%	3.8
Winter 2003	50	0%	0%	24%	76%	3.8
Summer 2003	46	0%	2%	15%	83%	3.8

99. Parent survey: repeated measures analysis of variance for parent ratings of the likelihood of scholars attending college

	N	Mean scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
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?	41	3.7	3.8	2.8	3.9	2.1

Note. N is number of parents who completed all four survey administrations.

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

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 100. Parents most often identified needs for financial assistance or support, such as scholarships. Another prevalent theme was that scholars need ongoing encouragement and support from others, such as from parents, other family members, teachers, and Cargill Scholars staff. Other parents identified a need for tutoring and academic support or for positive role models.

100. 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 2003)

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. (22 respondents)
Tutoring. (10 respondents)
Scholarship. (6 respondents)
Family and friend support. (5 respondents)
Money. (4 respondents)
Good grades. (3 respondents)
Economic. (3 respondents)
Role-model/mentor. (2 respondents)
Support services (health insurance). (2 respondents)
Encouragement. (2 respondents)
Ability to stay focused. (2 respondents)
A home to live in while they go.
As parents we need to support him in his education, provide what he needs. That's all I can think of right now. Cargill has been very helpful, they need to continue what they do.
Being involved with Cargill Scholars – keeps her on the right track – tutoring.
Cargill Scholars support – they motivate us.
Discipline, being challenged to go, trying to get a scholarship, counseling, tutoring.
Everything – mentor support – counseling support – exposure to all the different careers available to people with fieldtrips to the actual worksite. Like they did when I was in high school (like a day on the job, on the job training, etc.).
Good behavior.

100. 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 2003) (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?
Motivation to stick with it.
Motivation. He needs to be supported for his good work at school, and he needs to learn to motivate himself to be a good student.
I personally can't do much to help but I think the program and schools are doing a great job at teaching and helping her learn.
If child needs help with homework, as parents we should put every effort in providing that service. In addition find ways to motivate the child to enable him to help himself.
Moral and emotional support.
Peer mentoring, acquiring a professional mentor, on-going participation in extra curricular activities, securing necessary support system she will need to assist her in her deficient areas; (currently all levels).
People that are positive, strict on her schooling.
Positive goals and support in letting him know he can achieve anything he wants to do in life.
Supports from teachers, teachers need to help her try to understand the works that needed to be done. As parents we have never gone to school so can't help with anything. In additional, schools are very expensive so financial assistance is another big thing.
Talk about positives and negatives – peer.
We need people who can help her go through the process of working hard.

Almost all scholars (91%) said that they would attend college; the remaining scholars thought that they might attend college

As seen in Figure 101, in summer 2003, 91 percent of scholars said that they thought that they would attend college, with the remaining clients saying maybe. Overall, these results have not changed significantly over time (see Figure 102).

101. Scholar survey: scholar plans for college attendance

		Percentage			
Do you think you will go to college?	N	3 = yes	2 = maybe	1 = no	Mean
Winter 2002	50	94%	6%	0%	2.9
Summer 2002	47	96%	4%	0%	3.0
Winter 2003	50	94%	6%	0%	2.9
Summer 2003	46	91%	9%	0%	2.9

102. Scholar survey: repeated measures analysis of variance for plans of college attendance

Item	N	Mean scores: Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Do you think you will go to college?	43	1.1	1.1	1.1	1.1	0.1

Note. N is number of parents who completed all four survey administrations.

Use of a library card

More than three-quarters of the scholars (78%) have a library card and almost two-thirds (63%) go to the library at least twice a month

As seen in Figure 103, in summer 2003, 78 percent of parents said that their child had a library card (lower than the 86% who reported this in winter 2003). Almost two-thirds of the scholars (63%) go to the library at least twice a month. These results are similar to those obtained the previous winter, but are higher than those obtained across the first year, when about half of the scholars said that they went to the library twice a month (see Figure 104). Overall, there has not been a significant trend in ratings for this item (see Figure 105).

103. Parent survey: scholars' use of a library card

Does [SCHOLAR] currently have a library card for a public library?	N	Percentage saying yes
Winter 2002	49	71%
Summer 2002	46	74%
Winter 2003	49	86%
Summer 2003	46	78%

104. Parent survey: frequency of library visits

Item	N	Percentage: 4 = about once a week	3 = about twice a month	2 = about once a month	1 = less often	Mean
In general, how often does [SCHOLAR] go to the public library?						
Winter 2002	34	29%	18%	18%	35%	2.4
Summer 2002	34	32%	21%	27%	20%	2.6
Winter 2003	42	33%	31%	19%	17%	2.8
Summer 2003	35	29%	34%	11%	26%	2.7

105. Parent survey: repeated measures analysis of variance for frequency of library visits

	N	Mean scores: Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
In general, how often does [SCHOLAR] go to the public library?	25	-	2.6	2.7	2.5	0.3

Note. N is number of parents who completed all four survey administrations.

Future career goals

Most parents (93%) felt that the program helped scholars develop new career ideas

Parents were asked whether the Cargill Scholars program had helped their child learn about possible career interests. As seen in Figure 106, 93 percent of parents said that the program had helped their child either "a little" or "a lot" with this issue. Ratings to this item have not changed significantly over time (see Figure 107).

106. Parent survey: perceived impact of Cargill Scholars on development of career ideas

Do you feel Cargill Scholars has helped your child…	N	Percentage: 3 = Yes, a lot	2 = Yes, a little	1 = No	Mean
Learn about possible career interests					
Summer 2002	45	56%	36%	9%	2.5
Winter 2003	46	52%	37%	11%	2.4
Summer 2003	45	58%	35%	7%	2.5

Note. This question was not asked in winter 2002.

107. Parent survey: repeated measures analysis of variance for parents rating of perceived impact of Cargill Scholars on development of career ideas

	N	Mean scores: Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Learn about possible career interests	39	-	2.5	2.4	2.6	1.3

Note. This question was not asked in winter 2002.

Note. N is number of parents who completed all four survey administrations.

Parents were also asked whether scholars had talked about any new ideas regarding possible future careers since they became involved with Cargill Scholars. Fifty-seven percent of parents said that their child had talked about possible future careers in summer 2003 (see Figure 108).

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

Since [SCHOLAR] became involved with Cargill Scholars, has he or she talked about any new ideas they have regarding possible future careers?	N	Percentage saying yes
Summer 2002	45	64%
Winter 2003	48	50%
Summer 2003	46	57%

Note. This question was not asked in winter 2002

Most scholars have a career goal, including athletes, doctors, lawyers, entertainers, artists, and teachers

Scholars were asked what they want to be when they grow up. Overall, most scholars were able to identify a specific career goal. Their responses are listed in Figure 109. 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 computers or science.

109. Scholar survey: open-ended comments – What do you want to be when you grow up? (winter 2003)

What do you want to be when you grow up?
Basketball player. (9 respondents)
Doctor. (7 respondents)
I don't know yet. (7 respondents)
Lawyer. (7 respondents)
Teacher. (6 respondents) (one specific to sixth grade, math)
Football player. (4 respondents)
Actor/Actress. (4 respondents)
An artist. (3 respondents)
Veterinarian. (3 respondents)
Pilot. (2 respondents)
Police officer. (2 respondents)

109. Scholar survey: open-ended comments – What do you want to be when you grow up? (winter 2003) (continued)

What do you want to be when you grow up?
Professional soccer player. (2 respondents)
Scientist/chemist. (2 respondents)
Singer. (2 respondents)
Cartoonist. (2 respondents)
Judge. (2 respondents)
Construction worker (houses/remodeling). (2 respondents)
Architect.
Assistant trustee – "OFM" (acronym for department) (what her mom does).
Astronaut.
Chef.
Computer person – internet, website development.
Designer of cars.
Photographer.
Doctor (eye doctor),
Hairstylist.
Learn and use computers (programming).
Nurse.
Baseball player.
Paleontologist.
Pediatrician.
Pediatrics nurse.
Pharmacist.
Work at a candy store.

Academic behaviors

Teachers rated scholars positively in areas such as respect, but gave lower ratings of writing, math, reading, study skills, and initiative

Teachers were asked to rate scholars in a variety of areas. The results listed in Figure 110 show a wide variation in their ratings across different behavior areas. In spring 2003, two behaviors had an average rating of better than "very good": respecting teachers and

respecting materials and equipment. In contrast, five items had average ratings lower than "good." The behaviors with the lowest ratings assessed demonstration of initiative and skills in the areas of writing, math, reading, and study skills.

110. 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
		1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	
Respecting teachers								
Fall 2001	50	0%	4%	8%	10%	18%	60%	5.2
Spring 2002	50	0%	2%	8%	16%	20%	54%	5.2
Fall 2002	47	0%	2%	11%	9%	26%	53%	5.2
Spring 2003	48	2%	0%	13%	19%	17%	50%	5.0
Respecting materials and equipment								
Fall 2001	50	0%	0%	8%	22%	26%	44%	5.1
Spring 2002	50	0%	2%	8%	14%	36%	40%	5.0
Fall 2002	48	0%	0%	8%	15%	29%	48%	5.2
Spring 2003	48	0%	2%	8%	21%	25%	44%	5.0
Respecting classmates								
Fall 2001	50	0%	4%	12%	24%	22%	38%	4.8
Spring 2002	50	0%	6%	10%	18%	36%	30%	4.7
Fall 2002	48	0%	2%	13%	21%	25%	40%	4.9
Spring 2003	48	2%	4%	10%	13%	33%	38%	4.8
Following class and school rules								
Fall 2001	50	2%	4%	10%	24%	18%	42%	4.8
Spring 2002	50	2%	2%	10%	24%	28%	34%	4.8
Fall 2002	48	0%	4%	10%	21%	27%	38%	4.8
Spring 2003	48	2%	4%	8%	23%	25%	38%	4.8
Following directions								
Fall 2001	50	0%	12%	10%	32%	28%	18%	4.3
Spring 2002	50	0%	8%	18%	20%	32%	22%	4.4
Fall 2002	48	0%	8%	21%	31%	17%	23%	4.3
Spring 2003	48	0%	2%	21%	31%	27%	19%	4.4

110. 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 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
Showing eagerness and curiosity towards learning								
Fall 2001	50	0%	6%	20%	30%	26%	18%	4.3
Spring 2002	50	2%	4%	22%	22%	40%	10%	4.2
Fall 2002	48	0%	10%	13%	21%	31%	25%	4.5
Spring 2003	48	4%	6%	15%	39%	33%	12%	4.2
Listening and responding appropriately in class								
Fall 2001	50	0%	10%	20%	38%	24%	8%	4.0
Spring 2002	17	0%	18%	6%	24%	24%	29%	4.4
Fall 2002	-	-	-	-	-	-	-	-
Spring 2003	-	-	-	-	-	-	-	-
Listening and paying attention in class								
Fall 2001	-	-	-	-	-	-	-	-
Spring 2002	32	0%	12%	12%	19%	41%	16%	4.9
Fall 2002	48	0%	10%	25%	21%	23%	21%	4.2
Spring 2003	48	0%	13%	19%	19%	31%	19%	4.3
Responding appropriately in class								
Fall 2001	0	-	-	-	-	-	-	-
Spring 2002	32	0%	3%	13%	31%	44%	9%	4.4
Fall 2002	48	2%	8%	17%	21%	27%	25%	4.4
Spring 2003	48	0%	10%	17%	35%	25%	12%	4.1
Staying on task and using time productively								
Fall 2001	49	6%	10%	22%	27%	20%	14%	4.0
Spring 2002	50	4%	8%	16%	20%	32%	20%	4.1
Fall 2002	48	4%	10%	23%	19%	25%	19%	4.1
Spring 2003	48	2%	19%	10%	21%	31%	17%	4.1
Working productively in a group								
Fall 2001	50	0%	8%	20%	46%	16%	10%	4.0
Spring 2002	49	0%	6%	27%	29%	29%	10%	4.1
Fall 2002	48	0%	6%	23%	31%	23%	17%	4.2
Spring 2003	48	0%	17%	19%	19%	29%	17%	4.1

110. 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 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
Turning in completed assignments on time								
Fall 2001	50	6%	18%	8%	22%	30%	16%	4.0
Spring 2002	50	4%	14%	16%	26%	16%	24%	4.1
Fall 2002	46	4%	20%	17%	24%	11%	24%	3.9
Spring 2003	48	6%	10%	19%	27%	21%	17%	4.0
Organizing work								
Fall 2001	50	2%	12%	26%	36%	16%	8%	3.8
Spring 2002	50	2%	12%	18%	26%	26%	16%	4.1
Fall 2002	46	0%	17%	24%	24%	20%	15%	3.9
Spring 2003	48	2%	8%	27%	25%	17%	21%	4.1
Working independently								
Fall 2001	50	0%	18%	28%	28%	14%	12%	3.7
Spring 2002	50	2%	12%	20%	24%	24%	20%	4.1
Fall 2002	48	2%	15%	19%	17%	19%	19%	4.0
Spring 2003	48	2%	12%	23%	15%	29%	19%	4.1
Demonstrating math skills								
Fall 2001	50	0%	12%	24%	44%	18%	2%	3.7
Spring 2002	50	2%	18%	28%	24%	22%	6%	3.6
Fall 2002	46	7%	22%	15%	30%	17%	9%	3.6
Spring 2003	47	0%	17%	17%	32%	30%	4%	3.9
Showing initiative								
Fall 2001	50	2%	12%	28%	34%	20%	4%	3.7
Spring 2002	50	4%	6%	24%	32%	24%	10%	4.0
Fall 2002	48	2%	15%	19%	29%	25%	10%	3.9
Spring 2003	46	2%	15%	24%	24%	24%	11%	3.9
Demonstrating study skills								
Fall 2001	50	0%	18%	26%	38%	14%	4%	3.6
Spring 2002	50	2%	12%	28%	30%	24%	4%	3.7
Fall 2002	48	4%	17%	21%	31%	13%	15%	3.8
Spring 2003	48	4%	13%	23%	31%	17%	13%	3.8

110. 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 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
Demonstrating reading skills								
Fall 2001	50	0%	12%	34%	40%	14%	0%	3.6
Spring 2002	49	0%	12%	31%	39%	12%	6%	3.7
Fall 2002	48	0%	21%	23%	33%	15%	8%	3.7
Spring 2003	48	0%	8%	27%	33%	29%	2%	3.9
Demonstrating writing skills								
Fall 2001	49	2%	20%	41%	35%	2%	0%	3.1
Spring 2002	50	4%	16%	32%	28%	14%	6%	3.5
Fall 2002	47	0%	26%	28%	30%	15%	2%	3.4
Spring 2003	48	0%	23%	31%	23%	21%	2%	3.5

While teachers' ratings of five academic behaviors increased significantly in the first year, there were declines in their ratings of scholars' math skills and respect for teachers in 2002-03

Paired t-tests were conducted to explore variation in these items between fall and spring of each school year. As seen in Figure 111, there were changes in both positive and negative directions, though these changes were not statistically significant for most items. In the first year of the program, five items showed 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. In the second year of the program, there were statistically significant changes in two items. Both items showed significant declines, however. These items assessed scholars' respect for teachers and demonstration of math skills.

111. 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	Pretest mean (fall)	Posttest mean (spring)	T-test
Respecting teachers				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	5.2	5.2	0.6
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	5.2	4.9	-2.2*
Respecting materials and equipment				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	5.1	5.0	0.2
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	5.0	5.2	-1.5
Respecting classmates				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.8	4.7	0.3
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.9	4.9	-0.5
Following class and school rules				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.8	4.8	-0.2
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.9	4.8	-0.9
Showing self-control				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.7	4.7	-0.2
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.6	4.5	-0.9
Accepting responsibility for own behavior				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.4	4.7	-2.1*
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.8	4.6	-1.0
Interacting well with other students				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.3	4.4	-0.5
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.7	4.6	-0.3
Following directions				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.3	4.4	-0.9
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.3	4.4	1.0
Showing eagerness and curiosity towards learning				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.3	4.2	0.4
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.2	4.5	-1.7
Listening and responding appropriately in class				
Change from time 1 (fall 2001) to time 2 (spring 2002)	17	3.8	4.4	-1.8
Change from time 3 (fall 2002) to time 4 (spring 2003)	-	-	-	-
Listening and paying attention in class				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.2	4.3	0.7

111. Teacher survey: paired t-tests of 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	Pretest mean (fall)	Posttest mean (spring)	T-test
Responding appropriately in class				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.5	4.2	-1.8
Working productively in a group				
Change from time 1 (fall 2001) to time 2 (spring 2002)	49	4.0	4.1	-0.5
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.2	4.2	-0.3
Turning in completed assignments on time				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	4.0	4.1	-0.5
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.0	4.0	0.5
Staying on task and using time productively				
Change from time 1 (fall 2001) to time 2 (spring 2002)	49	3.9	4.3	-2.4*
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.1	4.2	0.6
Organizing work				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	3.8	4.1	-2.4*
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.0	4.1	1.1
Working independently				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	3.7	4.1	-2.2*
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.0	4.2	0.9
Demonstrating math skills				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	3.7	3.6	0.7
Change from time 3 (fall 2002) to time 4 (spring 2003)	43	3.9	3.6	2.2*
Showing initiative				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	3.7	4.0	-1.7
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	4.0	3.9	-0.7
Demonstrating study skills				
Change from time 1 (fall 2001) to time 2 (spring 2002)	50	3.6	3.7	-1.1
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	3.8	3.9	0.2
Demonstrating reading skills				
Change from time 1 (fall 2001) to time 2 (spring 2002)	49	3.6	3.7	-0.9
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	3.7	3.9	1.6
Demonstrating writing skills				
Change from time 1 (fall 2001) to time 2 (spring 2002)	49	3.1	3.5	-2.5*
Change from time 3 (fall 2002) to time 4 (spring 2003)	45	3.4	3.6	1.0

* Pretest and posttest scores are significantly different, $p<.05$.

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

Scholars also rated themselves on a variety of school-related behaviors. The results for this measure are listed in Figure 112. Nine items assessed positive school behaviors. Average ratings for each of these items fell between "sometimes" and "yes." Scholars gave themselves the highest ratings in the following areas: trying their best in school, following directions in class, following school rules, and liking to learn new things. They rated themselves lowest for completing schoolwork without mistakes, liking school, and asking for help when they do not understand something. For all items except liking school, at least 95 percent of scholars said either "sometimes" or "yes."

Two negative items were asked, assessing the frequency with which scholars get in trouble in school and have trouble paying attention because of other kids. Almost three-quarters of the scholars (74%) said that they do not get in trouble at school; the remaining scholars said that they get in trouble sometimes. Seventy percent of the scholars said that other kids make it hard for them to pay attention to class at least sometimes.

112. Scholar survey: scholar ratings of school behaviors

		Percentage			
Think about your school activities.	N	3 = yes/all or most of the time	2 = sometimes	1 = no	Mean
Do you hand in your schoolwork on time?					
Winter 2002	50	50%	50%	0%	2.5
Summer 2002	47	51%	49%	0%	2.5
Winter 2003	50	60%	36%	4%	2.6
Summer 2003	46	59%	39%	2%	2.6
Do you complete your schoolwork without mistakes?					
Winter 2002	50	6%	84%	10%	2.0
Summer 2002	47	6%	87%	6%	2.0
Winter 2003	50	28%	68%	4%	2.2
Summer 2003	45	18%	78%	4%	2.1
Do you participate in the classroom (i.e., helping teachers, answering questions, volunteering)?					
Winter 2002	50	84%	12%	8%	2.8
Summer 2002	47	75%	25%	0%	2.7
Winter 2003	50	70%	30%	0%	2.7
Summer 2003	46	63%	37%	0%	2.6

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

Think about your school activities.	N	Percentage 3 = yes/all or most of the time	2 = sometimes	1 = no	Mean
Do you ask for help when you do not understand something?					
Winter 2002	50	86%	12%	2%	2.8
Summer 2002	47	75%	21%	4%	2.7
Winter 2003	50	62%	36%	2%	2.6
Summer 2003	46	59%	37%	4%	2.5
Do you follow directions in class?					
Winter 2002	50	76%	22%	2%	2.7
Summer 2002	47	68%	30%	2%	2.7
Winter 2003	50	74%	26%	0%	2.7
Summer 2003	46	83%	17%	0%	2.8
Do you like school?					
Winter 2002	50	76%	22%	2%	2.7
Summer 2002	47	81%	17%	2%	2.8
Winter 2003	50	82%	16%	2%	2.8
Summer 2003	46	61%	30%	9%	2.5
Do you follow school rules?					
Winter 2002	50	86%	14%	0%	2.9
Summer 2002	47	83%	13%	4%	2.8
Winter 2003	50	88%	12%	0%	2.9
Summer 2003	46	85%	15%	0%	2.8
Do you get to class on time?					
Winter 2002	50	62%	36%	2%	2.6
Summer 2002	47	66%	30%	4%	2.6
Winter 2003	50	72%	26%	2%	2.7
Summer 2003	46	59%	41%	0%	2.6
Do you like learning new things?					
Winter 2002	50	92%	6%	2%	2.9
Summer 2002	47	87%	11%	2%	2.9
Winter 2003	50	82%	16%	2%	2.8
Summer 2003	46	70%	30%	0%	2.7

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

Think about your school activities.	N	Percentage 3 = yes/all or most of the time	2 = sometimes	1 = no	Mean
Do other kids make it hard for you to pay attention in class?					
Winter 2002	50	28%	36%	36%	1.9
Summer 2002	47	23%	45%	32%	1.9
Winter 2003	50	30%	50%	20%	2.1
Summer 2003	46	7%	63%	30%	2.2
Do you get in trouble at school?					
Winter 2002	50	4%	30%	66%	1.4
Summer 2002	47	6%	32%	62%	1.5
Winter 2003	50	6%	28%	66%	1.4
Summer 2003	46	0%	26%	74%	1.8
Do you try your best in school?					
Winter 2002	-	-	-	-	-
Summer 2002	-	-	-	-	-
Winter 2003	-	-	-	-	-
Summer 2003	46	96%	4%	0%	3.0

Over time, scholars' ratings of the amount that they enjoy school and the frequency with which they ask for help when they do not understand something have increased significantly

Repeated measures analyses of variance were conducted for each of these items. The results are presented in Figure 113. Statistically significant changes emerged for a few items. Scholars' ratings of their frequency of asking for help when they do not understand something increased steadily across the first two years. Their ratings of the extent to which they like school remained steady for the first year and a half, before increasing significantly in summer 2003. Ratings of the extent to which they complete schoolwork without mistakes decreased significantly between summer 2002 and winter 2003.

113. Scholar survey: repeated measures analysis of variance for scholars' ratings of school behaviors

		Mean scores				
	N	Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Do you hand in your schoolwork on time?	43	1.5	1.5	1.4	1.4	0.5
Do you complete your schoolwork without mistakes?	42	2.0	2.0	1.8	1.9	3.2*[a]
Do you participate in the classroom (i.e., helping teachers, answering questions, volunteering)?	43	1.2	1.3	1.3	1.4	1.5
Do you ask for help when you do not understand something?	43	1.2	1.3	1.4	1.5	3.4*[b]
Do you follow directions in class?	43	1.2	1.4	1.3	1.2	2.1[c]
Do you like school?	43	1.2	1.2	1.2	1.5	6.4**[d]
Do you follow school rules?	43	1.1	1.2	1.1	1.2	0.6
Do you get to class on time?	43	1.4	1.4	1.3	1.4	0.4
Do you like learning new things?	43	1.1	1.2	1.2	1.3	1.7
Do other kids make it hard for you to pay attention in class?	43	2.0	2.1	1.9	2.2	1.6[e]
Do you get in trouble at school?	43	2.7	2.6	2.6	2.7	1.7

Note. N is number of parents who completed all four survey administrations.

There has been a significant change in scores over time, *p<.05, **p<.01.

[a] Winter 2002 and summer 2002 averages are significantly different from winter 2003 average.

[b] Winter 2002 average is significantly different from winter 2003 and summer 2003 averages.

[c] Summer 2002 average is significantly different from summer 2003 average.

[d] Winter 2002, summer 2002, and winter 2003 averages are significantly different from summer 2003 average.

[e] Winter 2003 average is significantly different from summer 2003 average.

Scholars' ability to identify resources for homework help

While most scholars ask their parents for help at least sometimes, the average frequency has declined steadily over the previous two years

Scholars were asked how often they ask their parents for help with their homework. As seen in Figure 114, in summer 2003, 89 percent of scholars said they ask their parents for help at least sometimes. The percentage of scholars who said "yes" has decreased steadily from 76

percent in winter 2002 to 41 percent in summer 2003. The average rating has also declined significantly over time (see Figure 115).

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

Think about your school activities.	N	Percentage 3 = yes	2 = sometimes	1 = no	Mean
Do you ask your parents for help with schoolwork?					
Winter 2002	50	76%	16%	8%	2.7
Summer 2002	47	51%	44%	4%	2.5
Winter 2003	50	58%	28%	14%	2.4
Summer 2003	46	41%	48%	11%	2.3

115. Scholar survey: repeated measures analysis of variance for scholar ratings of asking parents for help with homework

Item	N	Mean scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Do you ask your parents for help with homework?	43	2.7	2.5	2.4	2.3	4.6**[a]

Note. N is number of parents who completed all four survey administrations.

** Average ratings changed significantly over time.

[a] Average rating in winter 2002 is significantly higher than the average ratings in summer 2002, winter 2003, and summer 2003.

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 116. Parents were mentioned most often. Other common sources of support included other family members and teachers. Several scholars mentioned services such as after-school programs.

116. Scholar survey: open-ended comments – Where do you get help with your homework (example: library, computer, teacher, parent, homework help line)? (summer 2003)

Where do you get help with your homework (example, library, computer, teacher, parent, homework help line)?
Mom. (17 respondents)
Teacher. (15 respondents)
Sisters. (9 respondents)
Parents. (8 respondents)
Brothers. (5 respondents)
Dad. (5 respondents)
Grandma. (5 respondents)
At school. (4 respondents)
Friends. (4 respondents).
Myself. (3 respondents)
Library. (2 respondents)
Park staff. (2 respondents).
Advisor.
After school programs.
At the hair shop I visit.
Aunt.
Cousin.
Internet.
Siblings.
Step-dad.
Uncle.
Cargill Scholars tutor.

Satisfactory school grades

Most parents (93%) rated scholars as "good" or better in terms of maintaining satisfactory grades; ratings have remained stable over time

In summer 2003, most parents (93%) rated scholars as "good" or better in terms of maintaining satisfactory grades (see Figure 117). A repeated measures analysis of variance did not find any significant changes in the ratings to this item over the past several years (see Figure 118).

117. Parent survey: parent ratings of scholars' 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 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
Maintaining satisfactory grades								
Winter 2002	48	0%	0%	21%	23%	6%	50%	4.9
Summer 2002	46	0%	0%	9%	24%	37%	30%	4.9
Winter 2003	50	0%	2%	12%	32%	34%	20%	4.6
Summer 2003	46	0%	0%	7%	35%	28%	30%	4.8

118. Parent survey: repeated measures analysis of variance for 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 scores Winter 2002	Summer 2002	Winter 2003	Summer 2003	F
Maintaining satisfactory grades	41	4.9	4.9	4.7	4.9	1.1

Note. N is number of parents who completed all four survey administrations.

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.

On report cards, teachers rated scholars as consistently observing a variety of positive work habits or observing them with reminders

Report cards include a number of items assessing work habits of scholars. As seen in Figure 119, 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.

119. Scholar report card: ratings on work habit items

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**F**
Works carefully and thoroughly							
2001-02	26	2.5	28	2.5	29	2.6	0.0
2002-03	20	2.6	20	2.6	20	2.8	1.8
Follows directions							
2001-02	26	2.7	27	2.8	29	2.7	-0.4
2002-03	20	2.6	20	2.6	20	2.8	1.3
Works independently							
2001-02	26	2.7	28	2.6	29	2.7	0.0
2002-03	20	2.6	20	2.6	20	2.7	0.9
Manages time wisely							
2001-02	25	2.5	27	2.7	29	2.5	-0.8
2002-03	20	2.4	20	2.5	20	2.6	1.6
Shows responsibility							
2001-02	26	2.7	27	2.7	27	2.7	0.6
2002-03	20	2.7	20	2.7	20	2.8	0.4
Returns completed homework							
2001-02	25	2.6	28	2.6	29	2.6	-1.4
2002-03	20	2.4	20	2.5	20	2.7	2.5
Puts forth best effort							
2001-02	26	2.7	29	2.6	28	2.8	-1.4
2002-03	20	2.6	20	2.7	20	2.7	0.6

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

Between fall 2002 and spring 2003, scholars showed significant improvement in 16 of 19 English language arts domains included in their report cards

Numerous academic items were included in the scholar report cards. Figure 120 summarizes scholars' ratings related to English language arts academic skills. In the fall of 2002, all 19 items had average ratings between "shows understanding with some level of teacher help" and "achieves grade level expectations with some level of teacher help."

Over the course of the academic year, scholars generally showed consistent improvement in their ratings in all English language arts areas. 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 of the first program year and in 16 of the 19 items in the second program year.

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

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**F**
Reading							
Uses reading strategies							
2001-02	26	2.3	28	2.5	29	2.7	-3.5**
2002-03	20	2.4	20	2.5	20	2.8 [ab]	9.2***
Understands what is read							
2001-02	26	2.3	28	2.5	29	2.8	-4.5***
2002-03	20	2.3	20	2.4	20	2.8 [ab]	12.0***
Uses decoding skills							
2001-02	26	2.3	28	2.4	29	2.7	-4.5***
2002-03	20	2.3	20	2.6 [c]	20	2.8 [ab]	13.7***
Learns and understands new words							
2001-02	26	2.3	28	2.5	29	2.7	-4.5***
2002-03	20	2.3	20	2.6	20	2.8 [ab]	7.7**
Analyzes what is read							
2001-02	26	2.1	28	2.3	29	2.6	-4.4***
2002-03	20	2.3	20	2.3	20	2.7 [ab]	9.1***
Reads fluently with expression							
2001-02	26	2.2	28	2.4	29	2.7	-4.2***
2002-03	20	2.4	20	2.5	20	2.8 [ab]	9.5***
Reads assigned number of books							
2001-02	22	2.3	26	2.4	28	2.6	-3.4**
2002-03	20	2.4	20	2.6	20	2.9 [a]	3.6*

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

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**F**
Reads independently							
2001-02	25	2.3	28	2.6	29	2.8	-4.6***
2002-03	20	2.6	20	2.7	20	2.8	2.1
Writing							
Applies writing process							
2001-02	26	2.3	28	2.3	29	2.6	-2.8**
2002-03	20	2.2	20	2.4 [c]	20	2.8 [ab]	11.8***
Shows original thinking							
2001-02	26	2.3	28	2.4	29	2.7	-3.3**
2002-03	20	2.2	20	2.5	20	2.9 [a]	12.0***
Writes for a variety of purposes							
2001-02	25	2.2	28	2.3	29	2.5	-3.1**
2002-03	20	2.2	20	2.5 [c]	20	2.7 [a]	8.5***
Organizes writing appropriately							
2001-02	25	2.0	28	2.2	29	2.4	-3.4**
2002-03	20	2.1	20	2.2	20	2.4	1.7
Uses details							
2001-02	25	2.2	27	2.3	29	2.4 [a]	-2.2*
2002-03	20	2.1	20	2.4 [c]	20	2.5	8.0**
Uses correct grammar, capitalization, and punctuation							
2001-02	26	2.1	29	2.2	29	2.4	-2.2*
2002-03	20	2.1	20	2.3	20	2.5 [a]	9.4***
Spells assigned words correctly							
2001-02	23	2.2	26	2.4	26	2.6	-2.8**
2002-03	20	2.3	20	2.6	20	2.7	4.3*
Writes legibly							
2001-02	25	2.5	28	2.6	29	2.9	-3.7***
2002-03	20	2.4	20	2.7	20	2.8	4.6*

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

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**F**
Listening and speaking							
Listens for meaning in discussions and conversations							
2001-02	26	2.5	28	2.7	29	2.9	-4.1***
2002-03	20	2.5	20	2.7	20	2.9	3.9*
Follows directions that involve a series of actions							
2001-02	25	2.6	28	2.7	29	3.0	-4.4***
2002-03	18	2.4	18	2.4	18	2.7[b]	3.6*
Speaks easily conveying ideas in discussions and conversations							
2001-02	25	2.5	28	2.6	29	2.8	-2.7*
2002-03	18	2.3	18	2.4	18	2.6	3.3

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

[a] Mean in fall significantly different from mean in spring.

[b] Mean in winter is significantly different from mean in spring.

[c] Mean in winter is significantly different from mean in fall.

Between fall 2002 and spring 2003, scholars showed significant improvement in 12 of 18 mathematics domains included in their report cards; insignificant improvement was seen in the other six items

Figure 121 summarizes the academic performance results related to mathematics. In the fall of 2002, all average scores fell between "shows understanding with some level of teacher help" and "achieves grade level expectations with some level of teacher help." In 2001-02, all ten items with both fall and spring ratings showed statistically significant improvements. Improvement was also seen in all 18 mathematics skills assessed in 2002-03, though this improvement was only statistically significant for 12 items.

121. Scholar report card: ratings on mathematics academic skills

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**T-test**
Uses strategies flexibly in solving math problems							
2001-02	25	2.1	27	2.3	28	2.7[a]	-5.3***
2002-03	19	2.5	19	2.5	19	2.8	5.7**
Provides oral and written explanation							
2001-02	25	2.0	27	2.3	27	2.6	-3.5**
2002-03	-	-	-	-	-	-	-
Communicates oral/written thinking							
2001-02	-	-	-	-	-	-	-
2002-03	19	2.3	19	2.5	19	2.7	7.1**
Understands the operations (+, -, x, /) and applies them to solve problems							
2001-02	-	-	-	-	-	-	-
2002-03	19	2.6	19	2.7	19	2.8	3.4*
Extends knowledge of place values							
2001-02	-	-	-	-	-	-	-
2002-03	20	2.5	20	2.6	20	2.9[a]	7.7**
Uses variables							
2001-02	-	-	-	-	-	-	-
2002-03	9	2.4	9	2.5	9	2.6	0.2
Shows understanding of variability							
2001-02	-	-	-	-	-	-	-
2002-03	15	2.3	15	2.3	15	2.5	3.9*
Knows multiplication/division facts							
2001-02	24	2.1	26	2.5	28	2.8	-5.3***
2002-03	20	2.6	20	2.8[c]	20	3.0[a]	8.7***
Begins to understand fractions, decimals, and percents							
2001-02	-	-	24	2.2	26	2.5	-
2002-03	18	2.5	18	2.6	18	2.9[a]	1.8*
Uses calculator appropriately							
2001-02	21	2.4	23	2.6	27	2.9	-4.1***
2002-03	19	2.8	19	2.9	19	3.2[a]	5.9**

121. Scholar report card: ratings on mathematics academic skills (continued)

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**T-test**
Creates hypotheses							
2001-02	-	-	-	-	-	-	-
2002-03	9	2.4	9	2.6	9	2.6	0.2
Uses data tables							
2001-02	-	-	-	-	-	-	-
2002-03	9	2.4	9	2.6	9	2.7	0.9
Creates, uses and compares graphs							
2001-02	-	-	-	-	-	-	-
2002-03	17	2.3	17	2.4	17	2.6[a]	5.7**
Finds range, mode, median, and mean							
2001-02	-	-	-	-	-	-	-
2002-03	18	2.4	18	2.5	18	2.7[a]	5.3**
Uses rate tables to solve problems							
2001-02	-	-	-	-	23	2.3	-
2002-03	-	-	-	-	-	-	-
Knows the concept of place value							
2001-02	26	2.3	27	2.6	28	2.8	-4.1***
2002-03	-	-	-	-	-	-	-
Adds/subtracts multi-digit numbers to solve problems							
2001-02	26	2.4	27	2.7	28	3.0	-3.9***
2002-03	-	-	-	-	-	-	-
Multiples/divides numbers to solve problems							
2001-02	23	2.0	26	2.3	28	2.7	-5.1***
2002-03	-	-	-	-	-	-	-
Recognizes, describes and draws 2-D shapes and their lines of symmetry							
2001-02	22	2.3	22	2.5	26	2.7	-4.2***
2002-03	-	-	-	-	-	-	-

121. Scholar report card: ratings on mathematics academic skills (continued)

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**T-test**
Knows the properties of 2-D and 3-D shapes							
2001-02	-	-	-	-	-	-	-
2002-03	9	2.2	9	2.3	9	2.7	6.2**
Estimates and measures							
2001-02	23	2.3	25	2.4	26	2.7	-4.5***
2002-03	-	-	-	-	-	-	-
Uses standard units to estimate and measure							
2001-02	-	-	-	-	-	-	-
2002-03	13	2.4	13	2.3	13	2.5	1.5
Uses grid/map coordinates							
2001-02	-	-	21	2.3	27	2.6	-
2002-03	-	-	-	-	-	-	-
Understands area concepts							
2001-02	-	-	-	-	24	2.4	-
2002-03	-	-	-	-	-	-	-
Uses statistics to solve problems							
2001-02	21	2.2	19	2.2	24	2.4	-3.0**
2002-03	-	-	-	-	-	-	-
Predicts outcome of an experiment							
2001-02	-	-	18	2.4	24	2.6	-
2002-03	-	-	-	-	-	-	-
Understands numbers, relationships, and equivalent names							
2001-02	-	-	-	-	-	-	-
2002-03	19	2.4	19	2.5	19	2.6	0.3
Identifies measures and draws different types of angles							
2001-02	-	-	-	-	-	-	-
2002-03	13	2.5	13	2.4	13	2.9[b]	4.6*

121. Scholar report card: ratings on mathematics academic skills (continued)

Skill	Fall N	Fall Mean	Winter N	Winter Mean	Spring N	Spring Mean	T-test
Solves perimeter, circumference, area, and volume problems							
2001-02	-	-	-	-	-	-	-
2002-03	9	2.2	9	2.1	9	2.6	3.3

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.

[a] Mean in spring is significantly different from mean in fall.

[b] Mean in winter is significantly different from mean in spring.

[c] Mean in winter is significantly different from mean in fall.

Statistically significant improvement was not seen in report card ratings of social studies or health skills in 2002-03

Several other items were assessed related to science, social studies, and health. Results for these items are found in Figure 122. There were statistically significant improvements between fall 2001 and spring 2002 for three of four science items. These items were not asked in 2002-03. While one social studies item improved significantly in 2001-02, none of the three items improved significantly in 2002-03. There were no statistically significant changes for either of the two health items in either 2001-02 or 2002-03.

122. Scholar report card: ratings on other academic skills

	Fall		Winter		Spring		
Skill	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**	**T-test**
Science							
Classifies							
2001-02	20	2.7	22	2.6	23	2.8	-1.8
2002-03	-	-	-	-	-	-	-
Creates/uses fair tests							
2001-02	19	2.4	19	2.5	22	2.8	-2.6*
2002-03	-	-	-	-	-	-	-
Compares (measurement)							
2001-02	20	2.4	20	2.6	24	2.7	-3.3**
2002-03	-	-	-	-	-	-	-
Organizes data							
2001-02	21	2.4	22	2.5	25	2.7	-2.3*
2002-03	-	-	-	-	-	-	-
Social studies							
Physical and cultural characteristics							
2001-02	20	2.3	24	2.4	25	2.7	-2.2*
2002-03	15	2.6	15	2.5	15	2.7	0.8
Changes over time							
2001-02	-	-	-	-	24	2.7	-
2002-03	15	2.5	15	2.5	15	2.7	2.2
Rights and responsibilities							
2001-02	21	2.5	21	2.4	25	2.7	-1.8
2002-03	14	2.7	14	2.6	14	2.8	1.8
Health							
Knows appropriate health and safety							
2001-02	17	2.6	18	2.7	23	2.9	-1.0
2002-03	13	2.8	13	2.8	13	2.8	0.2
Understands role of nutrition							
2001-02	13	2.5	17	2.6	22	2.7	0.6
2002-03	10	2.7	10	2.8	10	3.0	4.0

Testing results

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

The first set of test scores come from the Northwest Achievement Levels Test (NALT). The NALT is conducted one time per year by the Minneapolis Public Schools. NALT scores were obtained from the CTK records maintained by Cargill program staff. The results of the NALT tests are reported in Figure 123. It should be noted that the test results recorded in the CTK system for the program's first year have changed since the time they were originally presented in the report. It should also be noted that staff only recorded scores for 14 scholars in the spring of 2002.

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 2003 do not necessarily correspond to actual changes in academic performance. To make comparisons across years, a different NALT score (the NCE scores) are required. Program staff and evaluation staff should discuss strategies for obtaining NCE scores for future reports.

123. Northwest Achievement Level Test scores

		Percentile rank		Score	
Domain	**N**	**Range**	**Mean**	**Range**	**Mean**
Reading					
Spring 01	41	2-86	36.1	0-215	127.7
Spring 02	36	0-83	36.1	0-218	177.2
Spring 03	14	190-212	27.1	10-47	202.3
Math					
Spring 01	41	13-91	43.3	0-242	131.9
Spring 02	36	0-97	45.5	0-232	183.5
Spring 03	14	20-94	46.9	204-240	216.3

Increased test age were seen for both expressive and receptive language for the Peabody Picture Vocabulary Test

Second, the Peabody Picture Vocabulary Test (PPVT) was administered in the fall of 2001, the spring of 2002, and the spring of 2003. 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 124. As of the beginning of their involvement with the Cargill Scholars program, most scholars demonstrated fairly low language skills.

In spring 2002 and spring 2003, average percentile ranks remained fairly stable for expressive language. The percentile rank for receptive language increased steadily, however, from 20.2 in fall 2001 to 25.4 in spring 2003. Test age increased for both domains, from 7.6 in fall 2001 to 10.1 in spring 2003 for expressive language and from 7.4 in fall 2001 to 10.2 in spring 2003 for receptive language.

124. Peabody Picture Vocabulary Test scores

		Percentile rank		Test age	
Language domain	**N**	**Range**	**Mean**	**Range**	**Mean**
Expressive					
Fall 2001	50	4-70	19.7	6-11	7.6
Spring 2002	50	4-70	19.6	0-10	8.9
Spring 2003	48	4-66	19.7	9-11	10.1
Receptive					
Fall 2001	50	1-79	20.2	4-12	7.4
Spring 2002	50	0-79	20.1	0-10	8.9
Spring 2003	48	1-90	25.4	9-11	10.2

WRAT test results revealed improvement in reading scores across the second year of the program, though the results were not as dramatic as those obtained during the first year; smaller levels of improvement were seen in arithmetic

Third, Change of Mind administered the Wide Range Achievement Test, Revision 3 (WRAT III) in the fall and spring of each program year. The WRAT provides tests of reading, spelling, and arithmetic. 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. In the second year, the arithmetic test was added.

As seen in Figure 125, 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.

Improvement in the second year was not as dramatic, though it did occur. In reading, the percentage of scholars who met or exceeded grade level increased from 34 percent to 52 percent and the average grade level increased from 4.5 to 5.1. For arithmetic, the average grade level increased from 4.4 to 5.4 while the percentage of scholars who met or exceeded grade level increased from 38 to 40 percent.

125. Wide Range Achievement Test scores

		Percentile rank		Grade		
Domain	N	Range	Mean	Range	Mean	Percentage meeting or exceeding grade
Reading						
Fall 2001	49	1-93	30.6	1-8	2.9	16%
Spring 2002	45	5-95	50.9	2-8	4.6	82%
Fall 2002	50	6-95	43.0	2-9	4.5	34%
Spring 2003	43	3-94	45.0	2-9	5.1	52%
Arithmetic						
Fall 2002	50	4-93	41.5	3-8	4.4	38%
Spring 2003	40	3-99	50.0	3-9	5.4	40%

Academic comparison data

Data were obtained from the Minneapolis public schools at the end of 2002-03 academic year. The purpose of this data was to compare academic status of Cargill Scholars to other similar youth. A matched comparison group was selected. A description of this comparison group is found in Figure 126. Data were available for 38 Cargill Scholars who were enrolled in the Minneapolis public schools. Thirty-eight comparison group members were selected of the same gender and racial/ethnic background.

126. Minneapolis Public Schools data: demographic data for scholars and comparison group

	Cargill Scholars (N=38)		Comparison group (N=38)	
Item	**N**	**%**	**N**	**%**
Gender				
Female	21	55%	21	55%
Male	17	45%	17	45%
Racial/ethnic category				
American Indian	3	8%	3	8%
African American	20	53%	20	53%
Asian	7	18%	7	18%
Hispanic	4	11%	4	11%
White	4	11%	4	11%
Home primary language				
English	26	68%	26	68%
Guarani	4	11%	4	11%
Hmong	6	16%	5	13%
Lebanese	1	3%	0	0%
Jamaican	0	0%	1	3%
Laotian	0	0%	1	3%
Vietnamese	1	3%	1	3%
Number and percentage in special education	1	3%	1	3%
Number and percentage in gifted education	9	24%	4	13%
Number and percentage receiving free or reduced lunch	35	92%	35	92%

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

Figure 127 summarizes math and reading scale scores for Cargill scholars and for the comparison group. Scores were similar for the two groups, with no statistically significant differences in either score.

127. Minneapolis Public Schools data: math and reading scale scores

Item	Cargill Scholars (N=38) N	%	Comparison group (N=38) N	%
Math scale scores				
170 – 180	1	3%	0	0%
180 – 190	6	16%	7	18%
191 – 200	13	34%	14	37%
201 – 210	9	24%	12	32%
211 – 220	8	21%	4	11%
220 – 230	0	0%	1	3%
Mean	199.8		199.5	
Reading scale scores				
170 – 180	2	5%	2	5%
180 – 190	13	34%	14	37%
191 – 200	15	39%	15	39%
201 – 210	7	18%	7	18%
211 – 220	1	3%	0	0%
220 – 230	0	0%	0	0%
Mean	192.8		192.7	

Note. Analysis of variance for math scale scores, F=0.0; Analysis of variance for reading scale scores, F = 0.0.

Impact of Cargill Scholars

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

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

As seen in Figure 128, 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 enjoy learning new things, to improve school grades, and to improve skills in math

and reading. The items with the highest percentage of parents saying that the program had helped "a lot" were enjoyment of learning new things (80%), improvement of math skills (76%), and improvement of reading skills (76%). The items with the lowest ratings were completion of school assignments on time and increased class involvement, with 9 to 12 percent of parents saying that the program had not helped with these issues.

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

Do you feel Cargill Scholars has helped your child…	N	Percentage 3 = Yes, a lot	2 = Yes, a little	1 = No	Mean
Improve school grades					
Summer 2002	46	74%	24%	2%	2.7
Winter 2003	47	64%	32%	4%	2.6
Summer 2003	46	74%	22%	4%	2.7
Increase his/her class involvement					
Summer 2002	41	56%	42%	2%	2.5
Winter 2003	47	49%	36%	15%	2.3
Summer 2003	43	56%	33%	12%	2.4
Understand directions					
Summer 2002	44	55%	45%	0%	2.6
Winter 2003	47	43%	45%	13%	2.3
Summer 2003	44	50%	45%	5%	2.5
Improve his/her math skills					
Summer 2002	44	59%	36%	5%	2.6
Winter 2003	47	53%	40%	6%	2.5
Summer 2003	45	76%	22%	2%	2.7
Improve his/her reading skills					
Summer 2002	44	61%	36%	2%	2.6
Winter 2003	47	60%	34%	6%	2.5
Summer 2003	45	76%	22%	2%	2.7

128. Parent survey: perceived impact of Cargill Scholars on academic outcomes (continued)

Do you feel Cargill Scholars has helped your child…	N	Percentage 3 = Yes, a lot	2 = Yes, a little	1 = No	Mean
Improve his/her writing skills					
Summer 2002	43	51%	42%	7%	2.4
Winter 2003	46	52%	41%	7%	2.5
Summer 2003	45	67%	29%	4%	2.6
Improve his/her study skills					
Summer 2002	43	56%	42%	2%	2.5
Winter 2003	47	55%	34%	11%	2.5
Summer 2003	44	66%	30%	4%	2.6
Complete school assignments on time					
Summer 2002	41	49%	41%	10%	2.4
Winter 2003	47	45%	40%	15%	2.3
Summer 2003	44	52%	39%	9%	2.4
Enjoy learning new things					
Summer 2002	46	85%	15%	0%	2.9
Winter 2003	47	79%	21%	0%	2.8
Summer 2003	45	80%	20%	0%	2.8

Note. These questions were not asked in winter 2002.

Parents' rating of the program's impact on skills in math, reading, and writing have improved significantly

Repeated measures analyses of variance were conducted to determine if parents' ratings had changed over the first two years of the Cargill Scholars project. As seen in Figure 129, ratings were relatively stable for most items. However, statistically significant improvement was seen in parents' ratings of three items: improved math skills, improved reading skills, and improved writing skills.

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

	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
Improve school grades	42	2.7	2.6	2.8	1.7
Increase his/her class involvement	34	2.5	2.5	2.6	0.9
Understand directions	39	2.5	2.4	2.5	2.1
Improve his/her math skills	39	2.5	2.5	2.8	5.1*[ab]
Improve his/her reading skills	39	2.6	2.6	2.8	2.4[b]
Improve his/her writing skills	38	2.4	2.5	2.7	4.0*[ab]
Improve his/her study skills	38	2.5	2.5	2.6	0.7
Complete school assignments on time	35	2.3	2.4	2.5	0.8
Enjoy learning new things	41	2.8	2.8	2.8	0.8

Note. N is number of parents who completed all three survey administrations.

* Average ratings vary significantly over time, p<.05.

[a] Average rating for summer 2002 is significantly different from rating in summer 2003.

[b] Average rating winter 2003 is significantly different from rating in summer 2003.

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

Scholars were asked to rate the perceived impact of the Cargill Scholars program on a variety of academic outcomes, including school grades, relationships with teachers, ability to understand directions, completing schoolwork on time, study skills, and enjoyment of learning new things. As seen in Figure 130, 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 (76% saying yes) and improving their study skills (72% saying yes). The lowest rated item was completing schoolwork on time, with 20 percent of scholars saying the program had not helped with this behavior.

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

Do you feel that being in Cargill Scholars has helped you…	N	Percentage 3 = Yes/all or most of the time	2 = Sometimes	1 = No	Mean
Improve your school grades					
Summer 2002	47	85%	9%	6%	2.8
Winter 2003	50	76%	22%	2%	2.7
Summer 2003	46	54%	35%	11%	2.4
Improve relationships with teachers					
Summer 2002	46	74%	13%	13%	2.6
Winter 2003	50	78%	12%	10%	2.7
Summer 2003	46	57%	28%	15%	2.4
Understand directions					
Summer 2002	46	67%	30%	2%	2.7
Winter 2003	50	64%	28%	8%	2.6
Summer 2003	46	52%	44%	4%	2.5
Complete schoolwork on time					
Summer 2002	47	62%	34%	4%	2.6
Winter 2003	50	58%	32%	10%	2.5
Summer 2003	46	48%	33%	20%	2.3
Improve your study skills					
Summer 2002	47	77%	19%	4%	2.7
Winter 2003	50	78%	16%	6%	2.7
Summer 2003	46	72%	26%	2%	2.7
Enjoy learning new things					
Summer 2002	47	89%	6%	4%	2.9
Winter 2003	50	76%	20%	4%	2.7
Summer 2003	46	76%	22%	2%	2.7

Note. These questions were not asked in winter 2002.

Figure 131 summarizes the results of repeated measures analyses of variance for these items. Results have remained relatively stable over time, with no statistically significant improvements over time.

131. Scholar survey: repeated measures analysis of variance for ratings of impact of Cargill Scholars on academic outcomes

Item	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
Improve your school grades	43	1.2	1.2	1.2	0.0
Improve relationships with teachers	42	1.4	1.3	1.5	1.6
Understand directions	42	1.4	1.4	1.5	0.6
Complete schoolwork on time	43	1.4	1.5	1.7	2.6
Improve your study skills	43	1.3	1.3	1.3	0.1
Enjoy learning new things	43	1.2	1.3	1.3	0.6

Scholar pursuit of individual and group interests

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

Involvement in activities outside of school

In summer 2003, 63 percent of the scholars said they were involved in activities outside of school, especially sports or music; reported rates of involvement have declined

As seen in Figure 132, 63 percent of scholars said that they were involved in activities outside of school during summer 2003. This figure is lower than that obtained during any of the three previous survey administrations, when the results had increased steadily from 72 to 78 percent. These scholars were asked what activities they were involved with. Their responses are listed in Figure 133. Sports were listed frequently, especially basketball, football, swimming, and soccer. Music lessons were also mentioned frequently.

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

Are you involved in activities outside of school (example: sports, scouting, church, or clubs)?	N	Percentage saying yes
Winter 2002	50	72%
Summer 2002	47	75%
Winter 2003	50	78%
Summer 2003	46	63%

133. Scholar survey: open-ended comments – What activities are you involved in? (summer 2003)

What activities are you involved in?
Sports
Basketball. (8 respondents)
Football. (5 respondents)
Swimming. (4 respondents)
Soccer. (3 respondents)
Skating.
Volleyball.
Karate.
Music/dance
Piano. (6 respondents)
Flute. (2 respondents)
Trumpet lessons. (2 respondents)
Music lessons at MacPhail. (2 respondents)
Dance class (traditional Hmong dance).
Singing.
Other
Church (including church activities). (6 respondents)
Bowling.
Daycare for kindergarteners and first graders at school. (This is a program where scholar helps in a daycare for a few hours after school. She is paid a small wage for her time.)
Double dutching. (2 respondents)
Girls club.

More than three-quarters of the scholars were interested in trying new activities, especially sports

As seen in Figure 134, in summer 2003, 67 percent of scholars said that they were interested in trying new activities. This represents an increase from the 59 percent who expressed interest in winter 2003. Scholars who were interested in trying new activities were asked what activities they would like to try. Results for this question are listed in Figure 135. Sports were most frequently mentioned, including basketball, swimming, soccer, and football. A variety of other activities were also mentioned.

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

Are there any new activities that you would like to try?	N	Percentage saying yes
Winter 2002	50	70%
Summer 2002	46	57%
Winter 2003	49	59%
Summer 2003	46	67%

135. Scholar survey: open-ended comments – What new activities would you like to try? (summer 2003)

What new activities would you like to try?
Sports
Basketball. (8 respondents)
Swimming/swimming lessons. (6 respondents)
Soccer. (4 respondents)
Football. (4 respondents)
Volleyball. (3 respondents)
Boxing. (2 respondents)
Cheerleading. (2 respondents)
Biking club – riding bikes with other people.
Gymnastics.
Sports.
Hockey.
Ice skating.

135. Scholar survey: open-ended comments – What new activities would you like to try? (summer 2003) (continued)

What new activities would you like to try?
Sports (continued)
Karate.
Downhill skiing.
Tennis.
Competition in sports.
Track and field.
Wrestling.
Music/dance
Dancing. (2 respondents)
Singing. (2 respondents)
Saxophone.
Outdoor exploration/travel
Diving (to a coral reef).
Go different places/vacations.
Rock climbing.
Surfing.
Other
Acting.
Art.
Be on TV.
Bowling.
Boy Scouts
Double Dutch competition.
Fly like a bird.
Meet famous people.
Work with kids (as a pediatrician).

Development of musical skills

Almost all parents (94%) and scholars (95%) felt that Cargill Scholars helped scholars develop musical skills

In summer 2003, 94 percent of parents said that the program helped scholars develop musical skills at least "a little." Seventy percent of respondents said the program helped "a lot." These perceptions are similar to those of the scholars, 95 percent of whom said that the program had helped them at least a little (see Figures 136 and 137). There have not been any significant trends in these results over the first two years of the program (see Figure 138).

136. Parent survey: scholars' development of musical skills

Do you feel that Cargill Scholars has helped your child develop musical skills?	N	Percentage 3 = Yes a lot	2 = Yes a little	1 = No	Mean
Summer 2002	43	67%	30%	2%	2.7
Winter 2003	47	68%	28%	4%	2.6
Summer 2003	46	70%	24%	6%	2.6

Note. This question was not asked in winter 2002.

137. Scholar survey: scholars' development of musical skills

Do you feel that Cargill Scholars has helped you develop musical skills?	N	Percentage 3 = Yes a lot	2 = Yes a little	1 = No	Mean
Summer 2002	47	77%	11%	13%	2.6
Winter 2003	50	68%	18%	14%	2.6
Summer 2003	45	64%	31%	5%	2.6

Note. This question was not asked in winter 2002.

138. Parent and scholar survey: repeated measures analysis of variance for perceived development of musical skills

	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
Do you feel that Cargill Scholars has helped your child develop musical skills?	39	2.6	2.6	2.6	0.1
Do you feel that Cargill Scholars has helped you develop musical skills?	42	1.4	1.4	1.4	0.2

Note. N is number of parents who completed all three survey administrations.

Most parents (93%) said that scholars practiced their musical instruments, with most practicing between one and four days a week; the percentage of scholars who practice every day has increased

When asked how many days a week the scholar practices his/her musical instrument, most parents (93%) said that their scholar practiced sometimes. Most often, parents said that the scholar practices either one or two days a week (27%) or three or four days a week (32%) (see Figure 139). While overall, there has not been any significant trend in the reported level of practice over the past two years, the percentage of parents who said that their child practices every day increased from 14 percent in winter 2003 to 24 percent the following summer (see Figure 140).

139. Parent survey: time spent practicing musical instrument

On average, how many days a week does SCHOLAR practice his/her musical instrument?	N	Percentage: 1 = never	2 = less than once a week	3 = one or two days a week	4 = three or four days a week	5 = five or six days a week	6 = every day	Mean
Summer 2002	39	0%	5%	44%	21%	18%	13%	3.9
Winter 2003	44	9%	11%	27%	30%	9%	14%	3.6
Summer 2003	41	7%	5%	27%	32%	5%	24%	4.0

Note. This question was not asked in winter 2002.

140. Parent survey: repeated measures analysis of variance for time spent practicing musical instrument

	N	Mean scores: Summer 2002	Winter 2003	Summer 2003	F
On average, how many days a week does SCHOLAR practice his/her musical instrument?	31	3.8	3.6	4.0	1.2

Note. N is number of parents who completed all three survey administrations.

Development of new skills, interests, or hobbies

According to parents, most scholars (89%) have developed new skills, interests, or hobbies since becoming involved with Cargill Scholars

Eighty-nine percent of parents said that their child had developed new skills, interests, or hobbies (see Figure 141). This response is higher than the 79 percent of parents who said their child had developed new interests six months earlier, in the winter of 2003.

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

Since [Scholar] became involved with Cargill Scholars, has he or she developed any new skills, interests, or hobbies	N	Percentage saying yes
Summer 2002	45	80%
Winter 2003	47	79%
Summer 2003	45	89%

Note. This question was not asked in winter 2002.

Other measures

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

Changes in family relationships

About one-third of the parents (35%) said that they had seen changes in their parenting behavior with the scholar, including improved interactions and increased involvement

A new question regarding the impact of the program on parenting behaviors was added to the winter 2003 parent survey. As seen in Figure 142, 35 percent of the parents said that they had seen changes in their parenting behaviors with their child who is participating in Cargill Scholars in summer 2003. Those parents who said that they had seen changes in their behaviors were asked what has changed. Their open-ended responses are listed in Figure 143. Some parents described changes in their interactions with scholars, including increased patience and improved discipline. Others said that they were more involved with the scholar.

142. Parent survey: impact of participation on parenting behaviors

Overall have there been any changes in your parenting behaviors with your child who is participating in Cargill Scholars?	N	Percentage saying yes
Winter 2003	48	40%
Summer 2003	46	35%

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

143. Parent survey: open-ended responses – What has changed? (summer 2003)

What has changed?
How we interact
As she grows up, getting to know her.
Be more attentive to his needs whenever it's necessary.
Focusing on him. In our family, there are mostly girls. Now it seems like he can get that one-on-one attention from me. He likes that.
We (family) became closer, we talk more. The type of person she's becoming is inspiring us to be better people. It's rubbing off on us.
Being a little more firm.
More strict. Make him be more active, more involved to try new things with other people before I would say he didn't have to.
The way we talk; partly because of his development stage, but also because of different situations in our life.
The way you talk to your kids, and what you need to do to enable them to go farther in their education. These are some changes, being more supportive.

143. Parent survey: open-ended responses – What has changed? (summer 2003) (continued)

What has changed?
How we interact (continued)
Treat them differently now that they are older – can talk to them.
Learning to be more patient with her.
More patience.
I am more patient. Also when he is doing his homework I try to be more interactive with him. I make time to go on fieldtrips with him and my other children.
I guess being more involved in trying to help in ways that I can, like taking her to library and finding help.
More involvement
I run constantly for his schedule of lessons and events.
More involved in her activities.
More involved with his schoolwork have to sign for schoolwork.

About one-third of the parents also reported similar changes in their behavior with other children in the family; some said that other siblings feel left out

Parents were also asked about the impact of the program on other children in the family. Ninety-three percent of the parents said that they have other children at home besides the Cargill Scholar (see Figure 144). Of these parents, one-third said that there have been changes in their behavior with these children since they became involved with the Cargill Scholars program (see Figure 145).

When asked what had changed, parents generally described similar types of changes as they had reported regarding the scholars. Some parents said that they had increased their involvement or made other improvements in their relationships. A few parents said that their other children were feeling left out or neglected because they were not receiving the same services (see Figure 146).

144. Parent survey: presence of other children at home

Do you have other children at home besides your Cargill Scholar?	N	Percentage saying yes
Winter 2003	48	90%
Summer 2003	46	93%

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

145. Parent survey: impact of program on other children

Since becoming involved with the Cargill Scholars program, have there been any changes in your behavior with this child/ these children?	N	Percentage saying yes
Winter 2003	43	33%
Summer 2003	46	32%

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

146. Parent survey: open-ended responses – What has changed? (summer 2003)

What has changed?
Being more involved.
The whole family is closer and we talk more.
I'm giving him more attention (my other son).
More staying on my son to get back into school – he dropped out. Telling him what scholar is doing.
More supportive and more involved in helping them with their education. I take them to the library and try to find other types of help.
Same as with Cargill Scholar.
Same things as changed with my son who is in Cargill. I am more patient, interactive with their homework, and we do more trips together.
Same, trying to have more patience.
Tend to do more with them because scholar is usually out on a Cargill program.
They're getting older, so things are easier, but they are getting involved in things. Has motivated me. Also, when scholar goes with big sister, spend time with other kids.
They haven't received as much time as scholar has, which requires a great deal of my time and attention, subsequently taking away from the others. Scholar is involved in a great deal of extracurricular activities requiring a great deal of my time.
My nine year-old daughter feels scholar gets everything and she's left out. I have four children.
Other child often feels left out, complains of sibling getting everything.
Try to spend time with them so they won't feel left out, try to get them into something, too.

Scholar emotional well-being

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

Scholars were asked several questions in summer 2003 about their mood and emotional well-being. As seen in Figure 147, 61 percent of the scholars described their mood in the past 30 days as either "very good" or "excellent." The remaining 39 percent of the scholars said that their mood was "up and down a lot."

147. Scholar survey: ratings of scholar mood

During the last 30 days, how has your mood been?	N	Percentage 1 = Very bad	2 = Bad	3 = Up and down a lot	4 = Very good	5 = Excellent	Mean
Summer 2003	46	0%	0%	39%	39%	22%	3.8

Note. This question was not asked before summer 2003.

When asked to rate their level of sadness and nervousness, average ratings of scholars fell just below "a little of the time." Fifty-five percent of the scholars said that they felt sad a little of the time or some of the time in the past 30 days, while 52 percent said that they felt nervous, worried, or upset a little or sometimes (see Figure 148).

148. Scholar survey: ratings of scholar sadness and nervousness

During the last 30 days…	N	Percentage 1 = None of the time	2 = A little of the time	3 = Some of the time	4 = Most of the time	5 = All of the time	Mean
have you felt sad?							
Summer 2003	46	46%	33%	22%	0%	0%	1.8
Have you felt nervous, worried, or upset?							
Summer 2003	46	48%	26%	26%	0%	0%	1.8

Most scholars reported experiencing little to no stress or pressure

Scholars were also asked to rate the frequency with which they felt stress or pressure in the past 30 days. Their average rating fell between "not at all" and "a little." Fifty-nine percent of the scholars said that they had experienced no stress or pressure in the last month, while 30 percent experienced only a little stress.

149. Scholar survey: ratings of scholar stress or pressure

Item	N	Percentage 1 = Not at all	2 = Yes, a little	3 = Yes, more than usual	4 = Yes, quite a bit of pressure	Mean
During the last 30 days, have you felt you were under any stress or pressure?						
Summer 2003	46	59%	30%	7%	4%	1.6

Scholar alcohol and drug use

In summer 2003, none of the scholars said that they had used alcohol or drugs in the last 30 days

In summer 2003, scholars were asked to report their level of alcohol and drug use in the previous 30 days. As seen in Figure 150 and 151, none of the scholars reported using cigarettes, alcohol, or other drugs.

150. Scholar survey: frequency of cigarette use

During the last 30 days, how often have you smoked cigarettes?	Summer 2003 N	Summer 2003 %
Never	46	100%
Less than one cigarette per day	0	0%
One to five cigarettes per day	0	0%
About one-half pack per day	0	0%
About one pack per day	0	0%
About one and a half pack per day	0	0%
Two packs or more per day	0	0%

151. Scholar survey: frequency of alcohol and drug use

How often do you use the following?	N	Percentage 1 = Never	2 = Over a year ago	3 = Less than monthly	4 = Monthly	5 = Weekly	Mean
Chewing tobacco or snuff	46	100%	0%	0%	0%	0%	1.0
Alcohol	46	100%	0%	0%	0%	0%	1.0
Marijuana	46	100%	0%	0%	0%	0%	1.0
Any other illegal drug	46	100%	0%	0%	0%	0%	1.0

Concerns about middle school

In summer 2003, 39 percent of the parents had concerns about the scholars' upcoming transition to middle school, such as adapting to a new school, being able to complete schoolwork, and making new friends

In the summer of 2003, parents and scholars were asked about their thoughts regarding the transition to middle school that most scholars would be experiencing in the fall. Thirty-nine percent of the parents said that they had concerns about this transition (see Figure 152). When asked to describe these concerns, parents mentioned issues such as adapting to a new school, being able to complete the school work, and meeting new friends. A full list of their comments is provided in Figure 153.

152. Parent survey: concerns about the middle school transition

Item	N	Percentage saying yes
Do you have any specific concerns about your son or daughter as they make the transition to middle school?	46	39%

153. Parent survey: open-ended comments – "What are these concerns?"

Do you have any specific concerns about your son or daughter as they make the transition to middle school? What are these concerns?

Adapting to new school
Being tardy for second class – need to figure out how to get there on time.
Getting to class on time.
Addressing her comprehension problem.
He's not doing well at all in spelling, and he should know now that he's sixth grade. I don't want him to fail because of that.
Concerns about the school in general.
Fear that she may lose her focus on school.
Hope he can keep up.
Organization of school subjects, notes, assignments, etc.
That he stays focused and tries his best.
Peer interactions
Fear that she might make friends with bad kids and do bad things.
Friendship – she doesn't put herself toward meeting new friends she's shy.
Meeting new friends, his maturity at middle school level, keeping up with workload, that he's not bullied.
Peer pressure – he worries what people think of him – his clothes, if he has money for things.
Her attitude is changing. She gets into more arguments and fights. Scared she might get beat up.
Other
She's in middle school with her big sister now. I feel good about that.
There is some anxiety, that she has the basics to succeed, mainly in the math, science, reading (comprehension) to at least be on par with her peers. The anxiety is that she's not prepared to make the transition, she is currently under performing, but showing improvement.
I can't speak English so it's very hard for me to help her in anyway. I can't help her out if she has school work which she doesn't understand. I am very concerned about my inability to help her.
I don't think that sixth grade should be middle school. There is such an age difference and maturity difference between sixth and eighth graders. The eighth graders try to manipulate the sixth graders.
Which school to go to for middle school. We just moved to St. Paul and he is in sixth grade at Groveland Park. Next year we're not sure which middle school he should go to. We want to make sure it's a good school.
I want her to do well. She's going to Plymouth middle school, which is new for her, and out of our neighborhood.

In the summer of 2003, most scholars looked forward to their transition to middle school; they were especially excited about learning new things and taking new classes

Scholars were also asked about their thoughts regarding their upcoming school transitions. First, they were asked what was most exciting or fun about starting sixth grade. Many scholars said that they were excited about learning new things and taking new classes. Some were especially excited about specific subjects, especially math, and about being able to switch classes each period. A range of other comments also emerged, as listed in Figure 154.

154. Scholar survey: open-ended comment – "What is most exciting or fun for you as you start sixth grade?"

What is most exciting or fun for you as you start sixth grade?
Bigger gym, different teachers.
Different teachers, we do different things, this year we have social studies.
Doing math problems. Reading class.
Get to switch classes.
Going back to school and getting to play with my friends.
Going to all the classes and finding my way around, finding out where I'm supposed to be.
Going to gym class. There's not really anything exciting, but gym is fun.
Gym, science.
Having locks on our lockers.
I get to move around a lot, being in middle, finding my way to classes, middle school is preparing us for high school, I get to talk with friends between classes, we find classes together.
I have perfect attendance.
It's closer to high school. I'm excited about going to high school.
Jazz music class at school.
Knowing that I'm going to learn harder stuff.
Learning and see new things on the next level.
Learning my classes.
Learning new stuff, going to different classes.
Learning new stuff. Like science, which we didn't learn a lot last year, and social studies.
Learning new things.
Learning new things. Meeting new people.
Lockers.
Lunch, the food is better.
Making the projects that the other 6th grade did last year (name art, personality art).

154. Scholar survey: open-ended comment – "What is most exciting or fun for you as you start sixth grade?"

What is most exciting or fun for you as you start sixth grade?
Math class, reading class.
Math class, writing class.
Math.
Meeting all the teachers, finding my classes.
Meeting new friends and having language arts (love that teacher).
Meeting new people, learning new things.
Moment paragraph writing.
More math.
Moving to classes during passing time. It's fun to switch classrooms.
No, nothing.
Physical education.
Reading advisory class, Spanish class.
Reading class.
Starting school (new school). Fieldtrips.
Switching classes, we switch classes every hour instead of being in one class with one teacher the whole day.
Switching classes.
Switching from room to room for classes.
That I got to switch classes.
There's nothing exciting about going to sixth grade. Science and Language Arts.
We get to go on field trips! The fourth and fifth graders don't get to go on.
We get to go to different classroom.
We have easy homework.
You get to be in class with some friends, I feel older.

Most scholars were not concerned about starting sixth grade, though some worried about their ability to do the harder work or to get to work on time

Second, scholars were asked if anything worried them about starting sixth grade. Many of the scholars said that nothing worried them. Some scholars expressed concerns about having harder work or about being able to get to classes on time. A few scholars worried about other kids being mean (see Figure 155).

155. Scholar survey: open-ended comment – "Does anything worry you about starting sixth grade?"

Does anything worry you about starting sixth grade?
No. (28 respondents)
Nope. (2 respondents)
Detention.
Doing large school projects, and getting more homework.
Getting to class on time (student has four minute passing time).
Getting to classes on time. I'm always tardy because of the bus. It's always late.
Having to take swimming classes. No, I just don't want to swim with a lot of people at the same time at the same school.
I was worried that I might not be able to handle sixth grade work.
I'm worried about getting lost.
It's harder.
None.
Other kids – some are mean.
Other kids being mean (not yet but it could happen).
Sometimes homework.
That it's going to get harder than it is now.
The NALT test.
Worried about boys, being bored with same things (lessons).

Process evaluation

In this report, three process evaluation issues are addressed. These issues include: (1) factors that contributed to scholars' removal from the program, if applicable; (2) parents' perceptions of the program's accessibility; and (3) parents' perceptions of the program's cultural competence.

Scholar removal from program

The first process issue was to explore and document the reasons why scholars were removed from the program. During the second year of the program, two scholars were removed from the Cargill Scholars program. One scholar moved out of state. According to program staff, the other was terminated due to a lack of family support for the program, a failure to attend required program activities, and inappropriate behavior at activities. This scholar was terminated from the program after failing to make improvements during a probationary period.

Program accessibility

The second process issue is an examination of parents' ratings of the accessibility of program services. Accessibility has been found to be an important predictor both of a program's benefits for participants and of satisfaction with services. Three measures of program accessibility were included in the parent survey: satisfaction with program accessibility, ratings of the frequency of services, and alignment of services with specific needs/interests of scholars.

Satisfaction with program accessibility

Parents were very satisfied with the accessibility of program services

The first accessibility component explored was parents' satisfaction with several basic elements of program accessibility. For all items except for parental input in selecting activities, all parents rated each feature as at least "OK" in summer 2003 (see Figure 156). 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, the convenience of the service times, and the convenience of the service locations. For each of these items, at least 72 percent of parents gave ratings of "very good" or "outstanding." Almost all parents (96%) rated these items as at least "good."

156. Parent survey: satisfaction with program accessibility

How would you rate…	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
The ease of arranging meetings with the coaches								
Summer 2002	45	0%	0%	4%	33%	22%	40%	5.0
Winter 2003	47	0%	0%	15%	13%	34%	38%	5.0
Summer 2003	46	0%	0%	15%	15%	24%	46%	5.0
Your level of input in selecting activities for your child to participate in								
Summer 2002	46	0%	4%	13%	33%	17%	33%	4.6
Winter 2003	47	4%	6%	28%	11%	19%	32%	4.3
Summer 2003	43	2%	2%	12%	14%	30%	40%	4.9[a]
The responsiveness of program staff to your telephone calls								
Summer 2002	44	0%	0%	2%	7%	45%	45%	5.3
Winter 2003	48	0%	0%	10%	15%	35%	40%	5.0
Summer 2003	46	0%	0%	4%	20%	37%	39%	5.1
The convenience of the times services were provided								
Summer 2002	46	0%	0%	4%	15%	44%	37%	5.1
Winter 2003	48	0%	0%	15%	29%	29%	27%	4.7
Summer 2003	46	0%	0%	4%	24%	35%	37%	5.0
The convenience of the service locations								
Summer 2002	45	0%	0%	7%	31%	33%	29%	4.8
Winter 2003	48	0%	2%	17%	21%	35%	25%	4.7
Summer 2003	46	0%	0%	4%	22%	44%	30%	5.0
The amount of information you received from program staff								
Summer 2002	46	0%	0%	2%	17%	41%	39%	5.2
Winter 2003	48	0%	0%	6%	25%	35%	33%	5.0
Summer 2003	46	0%	0%	4%	22%	30%	44%	5.1

Note. These questions were not asked in winter 2002.

[a] While overall there have been no significant trends in responses, parents' ratings of their level of input in selecting activities increased between winter and summer 2003, $p<.05$.

During previous survey administrations, parents provided relatively low ratings related to their level of input in selecting activities. In summer 2003, improvement in this area was seen. Eighty-four percent of the parents rated their level of input as at least "OK" in summer 2003, compared to 62 percent the previous winter. The average rating increased from 4.3 to 4.9. While improvement was reported for this item, overall there have not been any significant trends in parent ratings of accessibility (see Figure 157).

157. Parent survey: repeated measures analysis of variance for ratings of accessibility

Items	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
The ease of arranging meetings with the coaches	40	5.0	5.1	5.0	0.3
Your level of input in selecting activities for your child to participate in	38	4.7	4.5	4.9	1.3
The responsiveness of program staff to your telephone calls	39	5.3	5.1	5.1	1.6
The convenience of the times services were provided	42	5.1	4.8	5.0	2.1
The convenience of the service locations	41	4.8	4.7	5.0	1.3
The amount of information you received from program staff	42	5.1	5.0	5.1	0.4

Note. N is number of parents who completed all three survey administrations.

Ratings of service frequency

Almost all parents (96%) rated their satisfaction with the amount of service received as at least "good"

The second accessibility issue explored was the extent to which parents were satisfied with the amount of services received. Availability of the right amount of the right kind of service is frequently defined as a core element of accessibility. When asked to rate the overall amount of service received from the Cargill Scholars program, almost all parents (96%) said that it was at least "good." Just over three-quarters of the parents (76%) rated the level of service received as either "very good" or "outstanding." The average rating for all parents fell just above "very good." These results are reported in Figure 158. As seen in Figure 159, responses have been fairly stable over time.

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

How would you rate the amount of service received?	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
Summer 2002	46	0%	0%	7%	20%	35%	39%	5.1
Winter 2003	48	0%	0%	10%	25%	27%	38%	4.9
Summer 2003	46	0%	0%	4%	20%	37%	39%	5.1

Note. This question was not asked in winter 2002.

159. Parent survey: repeated measures analysis of variance for overall satisfaction with the amount of service received

	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
How would you rate the amount of service received?	42	5.1	5.0	5.1	0.6

Note. N is number of parents who completed all three survey administrations.

Almost all parents (98%) said that scholars were receiving the right amount of service to meet their needs

During previous survey administrations, parents were asked to rate the amount of specific services that they would want to receive. In summer 2003, these items were replaced with one that asked parents whether scholars were receiving the right amount of service overall to meet their needs. All but one parent agreed that scholars were receiving the right amount of service; the one remaining parent said their scholar needed more, rather than less, service (see Figure 160).

160. Parent survey: appropriateness of the amount of service received (summer 2003)

Items	N	Percentage saying "yes"
Overall, do you feel your son or daughter is receiving the right amount of service to meet his/her needs?	45	98%
Do you feel he/she needs more or less service?		
More service	1	100%
Less service	0	0%

Alignment of services with specific needs/interests of scholars

Most parents (93%) agreed that scholars were receiving the right kinds of services to meet their needs and interests

The third accessibility issue is whether scholars received the right kinds of services to meet his/her specific needs and interests. As seen in Figure 161, 93 percent of parents thought that the program had provided the right kinds of services (an increase from 87% in winter 2003). 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 162. Parents mentioned computer courses, testing, and programs with animals. One parent requested assistance with transportation.

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

Overall, did you feel that [SCHOLAR] received the right kinds of services to meet his/her specific needs and interests?	N	Percentage saying yes
Summer 2002	45	89%
Winter 2003	47	87%
Summer 2003	45	93%

Note. This question was not asked in winter 2002.

162. Parent survey: open ended responses – What kind of services did you feel he/she needed? (summer 2003)

What kind of services did you feel he/she needed to meet his/her specific needs and interests?
Computer classes. He needs to learn how to use a computer and I think Cargill should have computer classes for all the kids in the program.
She could use more tutoring/testing.
They don't have anything with animals and she loves animals.
We live far from the program therefore we are unable to attend all meetings and all services available. Cargill should find a way to provide some sort of transportation to allow my child to get to all the services provided to the rest of the kids involved. I feel that this needs to be fulfilled.

Cultural competence

Parents provided very high ratings of the cultural competence of services

The third process issue explores whether parents perceive the program as culturally competent. Four items related to the cultural competence of the program were included in the parent survey. For all four items, at least 95 percent of the parents gave ratings of at least "OK." At least two-thirds of the parents gave ratings of "very good" or "outstanding." Average ratings fell just below or at "very good" (see Figure 163). As seen in Figure 164, there have not been any significant trends in these ratings over time.

163. Parent survey: satisfaction with cultural competence

		Percentage						
How would you rate…	N	1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
The coaches' ability to relate to your child's cultural background								
Summer 2002	45	0%	0%	4%	11%	49%	34%	5.2
Winter 2003	48	0%	2%	6%	19%	27%	46%	5.1
Summer 2003	45	0%	0%	9%	16%	38%	38%	5.0
The staffs knowledge of the needs of specific cultural communities								
Summer 2002	43	0%	0%	9%	16%	42%	33%	5.0
Winter 2003	47	0%	2%	11%	19%	30%	38%	4.9
Summer 2003	44	0%	0%	16%	14%	36%	34%	4.9
Staff knowledge of culturally relevant community resources								
Summer 2002	43	0%	2%	12%	23%	42%	21%	4.7
Winter 2003	46	0%	4%	15%	24%	24%	33%	4.7
Summer 2003	41	0%	5%	17%	12%	39%	27%	4.7
Staff awareness of your cultural values								
Summer 2002	44	0%	0%	14%	14%	41%	32%	4.9
Winter 2003	47	0%	2%	19%	19%	28%	32%	4.7
Summer 2003	45	0%	0%	13%	18%	40%	29%	4.8

Note. These questions were not asked in winter 2002.

164. Parent survey: repeated measures analysis of variance for ratings of cultural competence

	N	Mean scores: Summer 2002	Mean scores: Winter 2003	Mean scores: Summer 2003	F
The coaches' ability to relate to your child's cultural background	41	5.2	5.2	5.0	0.7
The staffs knowledge of the needs of specific cultural communities	38	5.0	5.0	4.9	0.2
Staff knowledge of culturally relevant community resources	34	4.7	4.7	4.7	0.1
Staff awareness of your cultural values	40	4.9	4.7	4.9	0.8

Note. N is number of parents who completed all three survey administrations.

Stakeholder satisfaction

The final component of the evaluation explores satisfaction of key stakeholders with the Cargill Scholars program. During each survey administration, satisfaction of parents, youth, and teachers is assessed.

Parent satisfaction

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

Ratings of the quality of program activities

Parents were generally very satisfied with program activities, though they were somewhat less satisfied with parent-oriented events

Satisfaction with program activities was very high. In summer 2003, 98 to 100 percent of the parents rated the following activities as "good" or better: end-of-year trip, trips to the Science Museum, science camp, tutoring services and both individual and group activities, classes or lessons (see Figure 165).

The average rating for all items ranged from just below "very good" to between "very good and "outstanding." As has been the case during previous survey administrations, the end-of-year trip had the highest rating. Opinions of the summer academy were mixed. The average rating for this item fell above "very good," however, 22 percent of the parents gave ratings below "good." The two items with the lowest average ratings assessed events for parents and family meetings with the coaches, though the average ratings for these items still fell above "good."

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

How would you rate the quality of the	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
Tutoring services								
Summer 2002	42	0%	0%	5%	12%	29%	54%	5.3
Winter 2003	46	0%	2%	7%	24%	35%	33%	4.9
Summer 2003	42	0%	0%	2%	24%	31%	43%	5.1
Music lessons								
Summer 2002	38	0%	0%	11%	13%	26%	50%	5.2
Winter 2003	46	2%	0%	4%	28%	35%	30%	4.9
Summer 2003	41	0%	0%	5%	15%	29%	51%	5.3
Family meetings with coaches								
Summer 2002	44	0%	0%	2%	18%	41%	39%	5.2
Winter 2003	43	0%	0%	14%	19%	35%	33%	4.9
Summer 2003	46	0%	2%	9%	26%	30%	33%	4.8
End of year trip								
Summer 2002	40	0%	0%	0%	0%	30%	70%	5.7
Winter 2003	39	0%	0%	0%	18%	26%	56%	5.4
Summer 2003	42	0%	0%	0%	21%	12%	67%	5.5
Trips to Wilder Forest								
Summer 2002	38	0%	0%	0%	13%	40%	47%	5.3
Winter 2003	39	0%	0%	0%	28%	31%	41%	5.1
Summer 2003	0	-	-	-	-	-	-	-
Trips to the Science Museum								
Summer 2002	41	0%	0%	0%	5%	39%	56%	5.5
Winter 2003	46	0%	0%	2%	22%	37%	39%	5.1
Summer 2003	46	0%	0%	0%	20%	39%	41%	5.2
Science camp								
Summer 2002	41	0%	0%	0%	5%	49%	46%	5.4
Winter 2003	42	0%	0%	0%	29%	33%	38%	5.1
Summer 2003	45	0%	0%	2%	18%	42%	38%	5.2

165. Parent survey: satisfaction with the quality of program activities (continued)

How would you rate the quality of the	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
Group activities, classes, or lessons								
Summer 2002	45	0%	0%	2%	18%	40%	40%	5.2
Winter 2003	45	0%	0%	2%	20%	49%	29%	5.0
Summer 2003	44	0%	0%	0%	27%	32%	41%	5.1
Individual activities, classes, or lessons								
Summer 2002	44	0%	0%	0%	25%	27%	48%	5.2
Winter 2003	46	0%	0%	9%	24%	33%	35%	4.9
Summer 2003	44	0%	0%	2%	39%	25%	34%	4.9
Events for parents								
Summer 2002	39	0%	0%	3%	18%	46%	33%	5.1
Winter 2003	38	0%	0%	5%	45%	32%	19%	4.6
Summer 2003	42	0%	0%	12%	33%	36%	19%	4.6
Time spent with Big Brothers/ Big Sisters mentor								
Summer 2002	23	4%	4%	4%	4%	9%	74%	5.3
Winter 2003	34	3%	3%	6%	12%	29%	47%	5.0
Summer 2003	27	4%	4%	4%	7%	37%	44%	5.0
Summer academy [a]								
Summer 2002	-	-	-	-	-	-	-	-
Winter 2003	-	-	-	-	-	-	-	-
Summer 2003	41	0%	2%	20%	37%	37%	42%	5.2

Note. These questions were not asked during winter 2002.

[a] This question was not asked prior to summer 2003.

Perceived quality of the music lessons increased during the second year of the program, while decreases were seen in some other activities

Repeated measures analyses of variance were conducted to determine if parents' ratings of the quality of program activities have changed significantly over time. Some ratings remained relatively stable over the first two years of the program. Some significant differences did emerge, however. First, ratings of the quality of four activities (family meetings with coaches, the end of year trip, trips to the Science Museum, and science camp) all decreased significantly between summer 2002 and winter 2003. Ratings for all four items increased slightly (though insignificantly) between winter 2003 and summer 2003. In the second year of the program, there was also a significant decline in ratings of the quality of time spent with mentors. Ratings of the quality of one activity, music lessons, increased significantly between winter 2003 and summer 2003 (see Figure 166).

166. Parent survey: repeated measures analysis of variance for ratings of the quality of program activities

		Mean scores			
	N	Summer 2002	Winter 2003	Summer 2003	F
Tutoring services	35	5.3	5.0	5.2	1.5
Music lessons	31	5.1	5.0	5.3	2.3[a]
Family meetings with coaches	36	5.2	4.8	4.9	2.9[bc]
End of year trip	33	5.7	5.4	5.6	4.0*[b]
Trips to Wilder Forest	-	-	-	-	-
Trips to the science museum	36	5.5	5.2	5.3	3.1*[b]
Science camp	35	5.4	5.1	5.3	3.2*[b]
Group activities, classes, or lessons	39	5.2	5.1	5.2	0.2
Individual activities, classes, or lessons	37	5.2	5.0	5.0	1.3
Events for parents	29	5.0	4.7	4.8	0.9
Time spent with Big Brothers/Big Sisters mentor	14	5.3	5.3	4.9	1.6[a]

Note. N is number of parents who completed all three survey administrations.

[a] Average rating in winter 2003 is significantly different from average rating in summer 2003.

[b] Average rating in summer 2002 is significantly different from average rating in winter 2003.

[c] Average rating in summer 2002 is significantly different from average rating in summer 2003.

Most parents (89%) attended at least one parent meeting; of these, 95 percent found the information presented at least a little bit useful

A new series of questions was added in winter 2003 to assess parents' satisfaction with the parent meetings. Eighty-nine percent of the parents said that they had attended parent meetings in summer 2003, an increase from 75 percent in winter 2003 (see Figure 167). Of those parents, 73 percent said that they found the information presented at the meeting very useful, while 22 percent found it a little bit useful (see Figure 168).

167. Parent survey: attendance at parent meetings

Have you attended any parent meetings?	N	Percentage saying yes
Winter 2003	48	75%
Summer 2003	46	89%

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

168. Parent survey: usefulness of parent meetings

How useful was the information presented at the parent meeting(s)	N	Percentage 1 = very useful	2 = a little bit useful	3 = not at all useful	Mean
Winter 2003	34	62%	38%	0%	1.4
Summer 2003	40	73%	22%	5%	1.3

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

Most parents found the parent meetings helpful in providing information about the program and educational issues; some wanted more information about teen issues

Parents were asked how the information was useful. As seen in Figure 169, many parents said that they learned about the Cargill Scholar activities or expectations. Others learned about educational issues, especially related to the scholars' transition to middle school. Some parents said that they learned how to provide more support to their scholar and to increase their involvement in educational activities. A few parents felt that the material was not helpful (see Figure 170).

169. Parent survey: open-ended responses – How was the information useful? (summer 2003)

How was the information presented at the parent meeting(s) useful?
Information about the program
Went over program, what expectations of kids were.
Tell about tutoring classes and events, but it's the same thing they send in the mail.
Telling her what they were doing.
Tells her what's going on.
I learned a lot about Cargill and what we are trying to do here. How to do it (help scholar be successful).
Let us know what to expect during the coming year, what will happen.
Gained broader prospect about what was expected of kids in Cargill Scholars.
Gave information about what she would need going into middle school, a heads up. (Though child's school doesn't begin middle school until seventh grade.) More information on the programs continuation after the eighth grade.
Helping us understand what's going on throughout the year. Helping us understand how they tutor the kids.
Times for fieldtrips – calendars, updates. Updates on my son's skills. How Big Brother/Sister is going.
We got the schedule and calendar so we could see what was going on.
Useful information, questions were answered. However it was about summer school and he didn't go.
Because they keep us posted on what the children do.
School information
Busing and how kids can choose different schools and different services available to kids.
Giving different options for schools, transportation, extra-curricular activities.
Different resources for changing from on school to another. Scholar switched schools.
Transition to middle school
Gives us guidelines – prepared me for changes in her life – expectations.
How do you care for kids at this age? (6^{th} – 8^{th} grade).
How to monitor my child, in transition to middle school, what people and/or resources are available, as well how to effectively access these resources.
What would happen to scholar new things – what to look for when kids are in middle school. What was happening this year.
Liked it – very thorough – speakers, after speech, had Q&A. Had a child psychology professor talking about preteens.
Middle school information, what to expect.
Middle school transition – I knew this information already because I work in the schools, but it was good to hear it again.
It taught how pre-teens think, the expectations they have, how peer pressure affects them, becoming a little woman, how they're requiring a drug test now.

169. Parent survey: open-ended responses – How was the information useful? (summer 2003) (continued)

How was the information presented at the parent meeting(s) useful?

Parental influence on child

How to help scholar be better in school. Also, how to help him with problems he might have in sixth grade.

How parents can get involved with helping kids to do well in school, and how to approach kids in different situations to better gain their attention.

It gave me new ideas about how to get involved – new things I could do at home to encourage learning, things at school I could help with, and activities through Cargill I could encourage (scholar) to do.

How to let my child know she can talk to me about anything school related or otherwise, reinforced letting child know she can talk to me about anything.

At home by checking more with his things and paying more attention.

Taught us that we have the power to pressure our children into being better people. To make them put more effort in class or to learn to avoid people that can harm them.

There were a lot but I can't only remember a few such as how to handle yourself and your child at different situations.

They teach or tell you how you can support your child to get them more interested in school. No, that's about all I remembered.

Ways to make sure that your child is on task, and ways to find outside help for the child, and ways you can find out what your child is doing in school.

Ways you can make your child listen to you, how you can motivate and make your child more interested in learning.

Other

Superintendent was interesting, so were Science Museum and preparing for summer programs.

I learned about the dental insurance (reduced/free clinic) for my son. Now he has coverage through them. Also, at the meeting I met other mothers and they gave me insight into their parenting styles. We also talked about what we thought of the Cargill Scholars program, and it was nice for me to hear other mothers' perspectives.

I couldn't understand what the speaker last time was saying because I was not there when the Hmong interpreter was present.

Allow us parents ways to find out how our kid is doing at school if we want to find out. We were able to talk to the teachers to find out how she was doing when we needed. There were also many important and useful issues discussed.

170. Parent survey: open-ended responses – Why wasn't the information useful for you? (summer 2003)

Why wasn't the information useful for you?
Everything had some good information.
I didn't need it. I already knew the information they covered in those meetings.
I thought everything was important in one way or another.
When I went there, the speaker was from Minneapolis. The last school, a kid pulled a knife on her, no one in the school district would help. Didn't follow school policies.

Parents were also asked what topics they would suggest for future meetings. Their responses are listed in Figure 171. Some parents said that they would like additional information about adolescent issues, such as drugs. Others requested information about other services that may be helpful to their scholars.

171. Parent survey: open-ended responses – What topics would you suggest for future parent meetings? (summer 2003)

What topics would you suggest for future parent meetings?
Teen issues/life skills
As kids get older, kids need to learn more about drugs, sex, diseases, safety, self-defense, and other issues teenagers face. It would be good if Cargill could address this with the kids and the parents.
More discussion about this age (6th – 8th grade) and the special concerns faced by parents of kids who are this age.
More things related to issues about drugs – cut out DARE.
The kids becoming teenagers and how to deal with that, issues that will come up.
How scholar's life is going to be later on.
Discussing exposing children to careers available. Test taking skills. Give kids exposure to real life skills in high school – (like auto repair workshops) transferable to life as a way of giving kids exposure to experiencing a career.
How to teach them self-confidence.
Services
Counseling, counselors and support. Not every kid learns at the same pace. Have to have the help, resources, so they will try.
How to get kids transportation to different schools. Parent tips on transition to middle school.
How to look for services that can help them or us.

171. Parent survey: open-ended responses – What topics would you suggest for future parent meetings? (summer 2003) (continued)

What topics would you suggest for future parent meetings?
Other
Discipline children of the new millennium. Discipline for teenagers.
Keep talking about our children's future and how to help at making it better.
Future of the Cargill program.
Reading/writing skills – helping parents learn about resources and how they can help their student.
Sixth grade – should it be middle school or still elementary? Concerns parents may have about kids starting in middle school. The possibility of beginning computer classes for the students in Cargill. They need to learn about computers.
Talking to one person. One that you know making parents more involved in what goes on, decision making.
What did Cargill have in mind? What do they want to see? Parents have some things in common, can see those things when get together. Example: Mentor for the girls to meet – e.g. teach girls sewing how to sit down and eat at table maybe parents can present.
What we can do to make kids more aware of where they're going on the end of year trip and help them prepare for it.
No comments
None. (21 respondents)
I never been to one – I can't make any suggestions.
I wouldn't know, they seem to be pretty thorough.
They covered everything. They cover the issues.
Not sure – I haven't been able to come. I have had a lot of health problems in our family.
Don't know.

Ratings of program coaches and other program staff

On average, parents rated the program coaches and other staff as "very good"

The second measure of parent satisfaction with the program is the percentage of parents who rate the quality of the program coaches and other program staff as "good" or better. Results for these items are found in Figure 172. For each of these items, more than 90 percent of parents gave ratings of "good" or better.

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

How would you rate…	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
The knowledge and skills of the Cargill scholars coaches								
Summer 2002	46	0%	0%	2%	13%	41%	44%	5.3
Winter 2003	48	0%	0%	8%	17%	31%	44%	5.1
Summer 2003	46	0%	0%	4%	15%	41%	39%	5.2
The coaches ability to listen and understand your child's problems								
Summer 2002	46	0%	0%	9%	13%	30%	48%	5.2
Winter 2003	48	0%	0%	13%	17%	33%	38%	5.0
Summer 2003	44	0%	0%	9%	7%	46%	39%	5.1
The coaches ability to communicate in a clear and understandable fashion								
Summer 2002	46	0%	0%	4%	11%	33%	52%	5.3
Winter 2003	48	0%	0%	8%	17%	33%	42%	5.1
Summer 2003	46	0%	2%	7%	11%	41%	39%	5.1
The usefulness of suggestions and recommendations made by the Cargill scholars staff								
Summer 2002	46	0%	0%	11%	13%	41%	35%	5.0
Winter 2003	48	0%	0%	10%	19%	40%	31%	4.9
Summer 2003	46	0%	0%	6%	24%	37%	33%	5.0
The coaches' respect for your child's rights as an individual								
Summer 2002	46	0%	2%	2%	11%	35%	50%	5.3
Winter 2003	48	0%	0%	6%	15%	27%	52%	5.3
Summer 2003	46	0%	0%	2%	20%	37%	41%	5.2
The caring and warmth of the coaches								
Summer 2002	46	0%	0%	2%	15%	30%	52%	5.3
Winter 2003	48	0%	0%	8%	17%	33%	42%	5.1
Summer 2003	46	0%	0%	7%	15%	35%	43%	5.2

172. Parent survey: ratings of the program coaches and other staff (continued)

How would you rate…	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
The way the program staff answered your questions								
Summer 2002	46	0%	0%	9%	7%	39%	46%	5.2
Winter 2003	48	0%	0%	8%	13%	44%	35%	5.1
Summer 2003	46	0%	0%	4%	17%	37%	41%	5.2
The friendliness and hospitality of the Cargill Scholars staff								
Summer 2002	46	0%	0%	2%	7%	41%	50%	5.4
Winter 2003	48	0%	0%	4%	15%	33%	48%	5.3
Summer 2003	46	0%	0%	4%	11%	35%	50%	5.3

Note. These questions were not asked in winter 2002.

Repeated measures analyses of variance are presented in Figure 173. As seen in this figure, there have been no statistically significant changes in ratings over the previous three survey administrations.

173. Parent survey: repeated measures analysis of variance for ratings of the program coaches and other staff

	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
The knowledge and skills of the Cargill scholars coaches	42	5.2	5.2	5.1	0.1
The coaches ability to listen and understand your child's problems	40	5.2	5.0	5.1	0.4
The coaches ability to communicate in a clear and understandable fashion	42	5.3	5.1	5.1	1.2
The usefulness of suggestions and recommendations made by the Cargill scholars staff	42	4.9	5.0	5.0	0.2
The coaches' respect for your child's rights as an individual	42	5.2	5.3	5.2	0.7
The caring and warmth of the coaches	42	5.3	5.1	5.2	0.7
The way the program staff answered your questions	42	5.2	5.1	5.2	0.2
The friendliness and hospitality of the Cargill Scholars staff	42	5.4	5.3	5.3	0.2

Note. N is the number of parents who completed all three survey administrations.

Overall satisfaction with the Cargill Scholars program

Two-thirds of the parents (67%) said their child has a very favorable response to the program; another 30 percent described their response as favorable

Finally, several questions were included in the parent survey to assess general satisfaction with the program. The first question asked parents to rate the scholars' response to the program. 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 174). There has not been any significant trend in responses to this item over time (see Figure 175).

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

So far, would you say that [SCHOLAR's] response to Cargill Scholars has been	N	Percentage 5 = very favorable	4 = favorable	3 = neutral	2 = unfavorable	1 = very unfavorable	Mean
Summer 2002	46	67%	30%	2%	0%	0%	4.7
Winter 2003	48	77%	19%	4%	0%	0%	4.7
Summer 2003	46	67%	30%	2%	0%	0%	4.7

Note. This question was not asked in winter 2002.

175. Parent survey: repeated measures analysis of variance for ratings of scholars' response to Cargill Scholars

	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
So far, would you say that [SCHOLAR's] response to Cargill Scholars has been	42	4.6	4.7	4.6	0.6

Note. N is the number of parents who completed all three survey administrations.

While almost all parents (98%) rated their overall satisfaction with the program as at least "good," the average rating has declined significantly since the program started

Half of the parents rated their overall satisfaction with the program as "outstanding" and 33 percent rated the program as "very good" (see Figure 176). The mean rating for this item fell midway between these two levels. While positive, these results are less positive than those obtained previously. The results of the last two surveys (winter 2003 and summer 2003) were both significantly lower than the results obtained in summer 2002 (see Figure 177).

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

How would you rate…	N	Percentage 1 = Terrible	2 = Poor	3 = Ok	4 = Good	5 = Very good	6 = Outstanding	Mean
Your overall satisfaction with the Cargill scholars program								
Summer 2002	46	0%	0%	2%	0%	37%	61%	5.6
Winter 2003	48	0%	0%	6%	15%	38%	42%	5.2
Summer 2003	46	0%	0%	2%	15%	33%	50%	5.3

Note. This question was not asked in winter 2002.

177. Parent survey: repeated measures analysis of variance for ratings of parents' overall satisfaction with Cargill Scholars

	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
Your overall satisfaction with the Cargill scholars program	42	5.6	5.2	5.3	4.2*[a]

Note. N is the number of parents who completed all three survey administrations.

[a] The average rating in summer 2002 was significantly higher than the average ratings in either winter 2003 or summer 2003.

Most parents did not provide suggestions for program improvements, while others provided a range of responses

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 educational services, such as tutoring, while decreasing other recreational activities. Several parents mentioned difficulty with their own levels of participation that the program could address, such as improving translation services, increasing parental input, and reducing the number of staff that parents work with. Some parents wanted to expand the number of children who participate or have services available for other family members. A full list of all comments can be found in Figure 178.

178. Parent survey: open-ended responses – If you could change one thing about the Cargill Scholars program, what would that be? (summer 2003)

If you could change one thing about the Cargill Scholars program, what would that be?
Nothing. (22 respondents)
None. (2 respondents)
Add computer classes/training for the kids.
All the games and extra activities that are provided seemed useless. What needs to be focused more is on his education. Bring in tutor and give more tutoring sessions. The times given now are too short.
Be able to send scholar's siblings to summer school and have a tutor. Include them on the fieldtrips. Increase time of end of year trip.
Better summer program, better behavior model.
Even though I'm the only one who will say it, it's necessary to note that the interpreter we have is a very bad one. Her translations make no sense and her Spanish is poor at best.
For them to provide a good school and transportation for a scholar who is not in the boundaries of a good school.
Give kids exposure to real life work environments. So they know if they like it – have aptitude – also I wish they would tutor them the way they teach them.
I am very pleased with the program, but I wish there was financial assistance for the whole family. I appreciate all the assistance directly given to my scholar.
If one person was in charge it would be more comfortable for us as parents. They have too many people for us to talk to.

178. Parent survey: open-ended responses – If you could change one thing about the Cargill Scholars program, what would that be? (summer 2003) (continued)

If you could change one thing about the Cargill Scholars program, what would that be?
Increase funding.
Scholar's coach and myself and my husband don't communicate very well, scholar likes her. The main issue was/is scholar being required by coach to remain in Cargill Scholars program.
More visiting – more one-on-one activity – interaction of coach and scholar so they could related to each kid and each other.
That more kids would be included.
Try to get more kids involved in the program. It's too bad they can't start a whole new grade of kids.
Wish they had enough tutors – need more tutors. Also more mentors, but the tutors are more important.
Would like parents be able to pick where child goes for music lessons.
Ask for parent input on activities. Have transportation to get kids to the activities.
I don't know.
If I had more time it would be a different story, but since I have so little time, I would not change anything.
It seems okay to me.
No idea.
Everything is really good.

Most parents identified the program activities, especially tutoring, as the most positive feature of the program

Second, parents were asked to identify the most positive aspect of the services their child received. As seen in Figure 179, 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. Some parents mentioned other activities, such as field trips 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. Several parents specifically said that their child had gained confidence and motivation.

179. Parent survey: open-ended responses – What was the most positive aspect of the services your child received? (summer 2003)

What was the most positive aspect of the services your child received?
All science activities, music lessons.
Can't really say one thing because everything was great, but I guess the tutoring was the most positive because it's something that I would not be able to do for her.
Fieldtrips. Improvement in writing and reading. These skills are essential for job success, so I'm glad he's improving. The one-on-one tutoring has been the best for him.
Giving her confidence.
He's more responsible with his own things.
Her grades have improved and she's more responsible. It helped her become a better person.
Her learning ability got better, so she's more comfortable in school.
His Big Brother/Big Sister match. They've been really good for him. With them, he can do stuff that I wish I could help him do, but I don't have the time to do it. It's good for him.
His coach, his big brother, his music lessons, his tutor.
His enthusiasm for the program, the feeling of being special and having other people (other than his family) care about him.
Homework helper. Tutoring.
It gives her exposure to things she probably wouldn't have otherwise had – opportunity.
Music has become a large interest and keeps him interested in staying in program.
Music lessons, tutoring.
Music lessons.
Music lessons. They made scholar more interested and she wanted to practice more. Also, she gets other things done before she can practice (motivates her to get chores done).
Music, tutoring, research/knowledge about schools.
Participating in all the Cargill events – summer camps, year end getaways and other cultural activities.
Praise on his accomplishments and his abilities.
Pretty much everything. His improvement in every area is noticeable.
Scholar like trip to Chicago.
Self-confidence, experience new activities, opportunity.
She's getting to try things that I couldn't give her, and she's making the best out of it.
Summer academy – tutoring.
Summer tutoring.
Teaches him to be a better all around person. Everything about the program has helped him.
The Big Brother and tutoring.
The Big Brother/Big Sister.

179. Parent survey: open-ended responses – What was the most positive aspect of the services your child received? (summer 2003)

What was the most positive aspect of the services your child received?
The educational trips.
The fact that they have this program for all kinds of inner-city people from different cultures. I could see other corporations do this also.
The fieldtrips which allow my child to see and learn new things.
The services are many and not only they teach her but they entertain her avoiding the idle mind.
The tutoring sessions after school.
The tutoring sessions were most helpful.
The tutoring sessions, but it sounds like they're not doing any tutoring this year because there hasn't been any yet.
They have great people working with scholar. That's good for him.
They have helped my daughter get many services she wouldn't.
They pay for her music and extra activities and try to motivate her to attend.
Tutoring – he improved his grades and he feels better about school.
Tutoring – it's helped her read. She was struggling and it has really improved. Getting to see colleges. Also, going to Chicago. It gets her thinking about college as a reality.
Tutoring and science camp.
Tutoring in math, they're really into their education. They really get involved with teachers and principles to see how the kids are doing.
Tutoring in reading and math.
Tutoring should be done at home, not at school. If they come during school they are taking him away from class time. Tutoring should be done at home, after school or weekends and spend more time. Have tutor spend at least four hours every time they come.
Tutoring, different fieldtrips, end of the year trip, the people are concerned, caring and helpful.
Tutoring.

Finally, parents were asked if they had any other comments. Responses to this item are listed in Figure 180. 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 said that they would like more tutoring or better academic improvement. Two parents said that the incentives had been helpful. Others expressed a range of other comments.

180. Parent survey: open-ended responses – Do you have any other comments? (summer 2003)

Do you have any other comments?
No. (8 respondents)
None. (7 respondents)
Nothing. (2 respondents)
None at this time. (2 respondents)
She has never had a problem attending school. I think considering the amount of money that has been spent she should be farther along, in addition to that, the fact I haven't requested additional tutoring, may be part of it.
All the staff know my daughter. They are behind her, and they do everything they can to help her. I'm glad they're supportive even after we decided to send her to a different school than they recommended.
Appreciate paying for gymnastics.
Being respectful, hope she always is.
Continue tutoring – I hope they focus on his writing and reading skills.
I like the program.
I thought the incentives they gave were a great idea. It gives them a boost to work harder.
I'm glad she's in the program. I wish more kids could be involved. I wouldn't take her out for any reason, it's such a great opportunity. I think it's good that they reward the kids (with incentives) for working hard at school.
I'm thankful for this program Cargill came up with and for giving my child a chance.
It's a good program for us. It took pressure off of me as a parent. I work fulltime and it was hard to find enough time to teach my child. Thank you for allowing my child to be part of it. I feel so fortunate. This is a very big opportunity for her.
Make better outdoor arrangements if we have a winter day, near frostbite on some kids, poor adult choices regarding weather condition, appropriate gear – very dangerous!
Staff person at Cargill is a great person. She has a lot of contact with the parents and kids, and she does a lot.
Thank you for choosing my son and giving him such a wonderful opportunity.
Thank you. This is a good experience for my son.
The program is a pretty good program. I'm glad he's in it.
Very good program. Has helped me and my son a lot. Blessed that we were able to become a part of it.
We are waiting on our computer, haven't heard nothing, wondering about that.
We love it. The people are so nice and caring.
We really like the coach – helpful, knowledgeable, prompt, helped us with all aspects of everything.
We sometimes need a ride to the Cargill activities because I don't have a car.
We wish for her to learn skills in math.
Sometimes the interpreter talks too fast and what he says doesn't make complete sense but he still has to translate the next thing so some things are left unanswered or unknown.
None. Scholar has a twin and she always wants to go with him on his fieldtrips.
Not at this time.

Scholar satisfaction

Several elements of scholars' satisfaction with the program were obtained from the scholar interviews. These measures address enjoyment of the program, their progress towards goals, and their most liked and least liked elements of the program.

Enjoyment of the program

Almost all scholars (96%) enjoy being in the program; the remaining scholars enjoy it sometimes

As seen in Figure 181, almost all scholars (96%) said that they enjoy being in the program. Four percent said they enjoy it sometimes. No scholars said that they did not enjoy being in the program, in contrast to previous survey administrations, when 2 to 4 percent of scholars said that they did not enjoy it. There have not been any significant trends in responses to this item over time (see Figure 182).

181. Scholar survey: overall enjoyment of the program

Do you enjoy being in the Cargill Scholars program	N	Percentage 3 = Yes	2 = Sometimes	1 = No	Mean
Summer 2002	47	94%	2%	4%	2.9
Winter 2003	50	94%	4%	2%	2.9
Summer 2003	46	96%	4%	0%	3.0

Note. This question was not asked in winter 2002.

182. Scholar survey: repeated measures analysis of variance for ratings of scholars' overall enjoyment of the program

Item	N	Mean scores Summer 2002	Winter 2003	Summer 2003	F
Do you enjoy being in the Cargill Scholars program?	43	1.1	1.0	1.0	0.6

Note. N is the number of scholars who completed all three survey administrations.

Almost all scholars enjoyed most of the program activities, though satisfaction with the summer academy was slightly lower

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 183). Most scholars reported enjoying each of the activities. The items with the highest satisfaction ratings were the end-of-year trip, the group activities, and the trips to the Science Museum. Satisfaction with the summer academy received the lowest rating, though 85 percent of the scholars did enjoy this activity.

183. Scholar survey: enjoyment of specific program activities

		Percentage				
I enjoyed…	N	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree	Mean
The tutoring sessions						
Summer 2002	47	2%	2%	36%	60%	3.5
Winter 2003	39	2%	0%	41%	57%	3.5
Summer 2003	44	2%	7%	52%	39%	3.3
The music lessons						
Summer 2002	44	2%	0%	52%	46%	3.4
Winter 2003	46	0%	7%	30%	63%	3.6
Summer 2003	43	2%	2%	42%	54%	3.5
The end-of-year trip						
Summer 2002	42	2%	2%	33%	62%	3.6
Winter 2003	43	0%	0%	21%	79%	3.8
Summer 2003	39	0%	0%	20%	80%	3.8
Trips to Wilder Forest						
Summer 2002	44	5%	2%	32%	61%	3.5
Winter 2003	44	2%	0%	30%	68%	3.6
Summer 2003	-	-	-	-	-	-
The summer academy						
Summer 2002	-	-	-	-	-	-
Winter 2003	-	-	-	-	-	-
Summer 2003	40	5%	10%	48%	38%	3.2

183. Scholar survey: enjoyment of specific program activities (continued)

I enjoyed…	N	Percentage 1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree	Mean
trips to the Science Museum						
Summer 2002	47	2%	2%	53%	43%	3.4
Winter 2003	47	0%	4%	28%	68%	3.6
Summer 2003	46	0%	3%	28%	70%	3.7
science camp						
Summer 2002	47	4%	4%	40%	51%	3.4
Winter 2003	43	5%	0%	40%	56%	3.5
Summer 2003	46	2%	2%	35%	61%	3.5
The activities, classes, and lessons I did in a group						
Summer 2002	47	0%	2%	53%	45%	3.4
Winter 2003	50	0%	0%	42%	58%	3.6
Summer 2003	45	0%	0%	60%	40%	3.4
The activities, classes, lessons I did by myself						
Summer 2002	47	0%	9%	60%	32%	3.2
Winter 2003	48	0%	6%	44%	50%	3.4
Summer 2003	46	0%	4%	59%	37%	3.3

Note. These questions were not asked in winter 2002.

Satisfaction with the tutoring has declined significantly, though satisfaction with several other activities has increased

Several notable changes in ratings have emerged over time. Satisfaction with tutoring declined significantly from the previous administration, with the percentage of scholars saying that they enjoyed the tutoring decreasing from 98 percent to 91 percent. Compared to the first time these questions were asked (in summer 2002), there have been significant increases in satisfaction with the end of year trip, trips to the Science Museum, and individual activities, classes, and lessons (see Figure 184).

184. Scholar survey: repeated measures analysis of variance for ratings of scholars' enjoyment of program activities

Item	N	Mean scores: Summer 2002	Winter 2003	Summer 2003	F
The tutoring sessions	42	3.5	3.5	3.3	2.5[a]
The music lessons	38	3.4	3.6	3.5	1.1
The end-of-year trip	34	3.5	3.8	3.8	4.2*[b]
trips to the Science Museum	43	3.4	3.7	3.7	7.5**[c]
science camp	39	3.4	3.4	3.6	0.9
The activities, classes, and lessons I did in a group	42	3.4	3.6	3.4	1.4
The activities, classes, lessons I did by myself	43	3.2	3.5	3.4	2.9[d]

Note. N is the number of scholars who completed all three survey administrations.

[a] The mean rating in summer 2003 is significantly lower than the mean in winter 2003.

[b] The mean rating in summer 2003 is significantly higher than the mean in summer 2002.

[c] The mean rating in winter 2003 and summer 2003 are significantly higher than the rating in summer 2002.

[d] The mean rating in winter 2003 is significantly higher than the mean in summer 2002.

Progress towards goals and incentives

Almost all scholars (94%) were satisfied with the progress they made towards their goals

Almost all scholars (94%) either "agreed" or "strongly agreed" that they were satisfied with the progress they made on their goals this year (see Figure 185). There has not been any significant trend in scholars' response to this item over time (see Figure 186).

185. Scholar survey: satisfaction with progress made towards goals

I am satisfied with the progress I have made on my goals this year	N	Percentage: 1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree	Mean
Summer 2002	47	2%	0%	43%	55%	3.5
Winter 2003	49	0%	0%	29%	71%	3.7
Summer 2003	46	2%	4%	33%	61%	3.5

Note. This question was not asked in winter 2002.

186. Scholar survey: repeated measures analysis of variance for ratings of scholars' satisfaction with progress made towards goals

Item	N	Mean scores: Summer 2002	Winter 2003	Summer 2003	F
I am satisfied with the progress I have made on my goals this year	43	3.5	3.7	3.5	1.9

Note. N is the number of scholars who completed all three survey administrations.

In summer 2003, the percentage of scholars who earned incentives declined from 71 to 57 percent; fewer scholars also found earning incentives very important

In summer 2003, 57 percent of the scholars said that they earned incentives during the year, a decline from 71 percent the previous winter. Forty-four percent of the scholars said that earning incentives is very important to them, compared to 60 percent the previous winter. Fifty-four percent of the scholars said that earning incentives is a little bit important (see Figure 187-188).

187. Scholar survey: incentives earned

Have you earned any incentives this year?	N	Percentage saying yes
Winter 2003	49	71%
Summer 2003	46	57%

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

188. Scholar survey: importance of earning incentives

How important is earning an incentive to you?	N	1 = very important	2 = a little bit important	3 = not at all important	Mean
Winter 2003	48	60%	31%	8%	1.5
Summer 2003	46	44%	54%	2%	1.8

Note. This question was not asked in winter 2002 and summer 2002; T=-0.8.

Perceptions of best things about the program and suggestions for change

Scholars were especially likely to enjoy the field trips; others enjoyed other activities and developing new relationships

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 189, by far the most common response was that scholars liked the field trips, including the end-of-year trip. They also mentioned enjoying other activities, including tutoring and music lessons. Other scholars described other benefits of the program, including making new friends and developing new relationships with adults.

189. Scholar survey: open-ended item – What do you like best about Cargill Scholars? (summer 2003)

What do you like best about Cargill Scholars?
Activities/trips
Fieldtrips. (25 respondents)
End of year trip. (10 respondents)
Science camp. (4 respondents)
Activities. (2 respondents)
Camping trip. (2 respondents)
Ride the train to Chicago. (2 respondents)
Going to the Science Museum.
We go places.
Learning opportunities
Getting to see and learn new things. (6 respondents)
Tutoring. (4 respondents)
Music Lessons. (3 respondents)
Summer school at Washburn.
They teach us a lot.
They help you understand how to be a better student.
They push you to improve in every matter.
Relationships
Friends. (5 respondents)
Teamwork and group games. (4 respondents)
The chaperones/coaches. (2 respondents)
Big Brother/Big Sister. (2 respondents)
I have learned how to be a better friend.
We get to meet new people.

189. Scholar survey: open-ended item – What do you like best about Cargill Scholars? (summer 2003) (continued)

What do you like best about Cargill Scholars?
Other
Everything. (2 respondents)
Because it's fun. (2 respondents)
I like getting one of those metal necklaces.
I get to do stuff I never used to do.
Let me choose anything I want to do.
A computer in a couple of years.

Scholars were also asked what they would change about the program. As seen in Figure 190, 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.

190. Scholar survey: open–ended item – If you were in charge, what would you change about Cargill Scholars? (summer 2003)

If you were in charge, what would you change about Cargill Scholars?
Additional trips
Make it one day longer (5 days).
Have beginning of the year trips.
End of the year trips every six months.
More out of state trips.
All the days that we miss of it – we have to wait seven months before we can go on another trip.
More fieldtrips, more Big Sisters.
We'd get to go to Valleyfair. We wouldn't have to go to sleep so early on the trips.
More trips, like 30 a year. We could go to the Mall of America, see movies, different states, camping (cabin camping)! Make the Cargill Scholars program longer, like until we are finished with college, because college is hard.
More trips.

190. Scholar survey: open–ended item – If you were in charge, what would you change about Cargill Scholars? (summer 2003) (continued)

If you were in charge, what would you change about Cargill Scholars?
Change nothing/don't know
Nothing. (24 respondents)
No response.
None.
Change nothing, I like it the way it is.
Don't know.
Other
Have more kids in it.
We'd go on fieldtrips everyday. We'd do work twice a month. We'd have different activities to do – even more than now.
More people in it.
I wish they could provide more transportation to music lessons and activities. Sometimes it's hard for my dad to drive me to all these things.
Let the kids choose their own schools.
Not make you go to a school that you don't want to go to.
Letting us pick our Big Sisters.
No summer academy.
The counselors (coaches) – I'd want different people. I'd like people who were funny.
The tutoring. Change it into spelling or math (it's reading right now).

Teacher satisfaction

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 generally satisfied with the quality and frequency of the tutoring; 30 percent rated the frequency of communication with tutors as less than "good"

Teachers were asked to rate the frequency, quality, and benefits of the tutoring program. Results for these items are found in Figure 191. Average satisfaction ratings fell between "good" and "very good." Teachers were most satisfied with the quality of the tutoring, with 91 percent rating it as "good" or better. Eighty-one to 86 percent of the teachers also rated the benefits of the tutoring, the time of the day the tutoring was provided, and the frequency of the tutoring as at least "good." Satisfaction was somewhat lower with the frequency of communication with the tutor, with 30 percent rating this less than "good."

Paired t-tests were conducted for teachers within each of the two first years of the program. Over the course of the 2002-03 school year, satisfaction of teachers with the quality of the tutoring, the benefits of the tutoring, and the frequency of the tutoring all declined some. However, satisfaction with the time of day tutoring was provided and the frequency of communication with the teacher increased. These changes did not reach a statistically significant level (see Figure 192).

191. 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
		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
Spring 2002	50	0%	2%	10%	18%	34%	36%	4.9
Fall 2002	48	2%	2%	13%	17%	50%	17%	4.6
Spring 2003	47	6%	2%	11%	17%	45%	19%	4.0
The quality of the tutoring								
Fall 2001	28	0%	0%	4%	25%	39%	32%	5.0
Spring 2002	47	0%	0%	4%	21%	36%	38%	5.1
Fall 2002	37	0%	0%	5%	14%	43%	38%	5.1
Spring 2003	42	2%	2%	5%	14%	57%	19%	4.8
The benefits of the tutoring								
Fall 2001	41	0%	0%	15%	17%	44%	24%	4.8
Spring 2002	48	0%	0%	8%	29%	31%	31%	4.9
Fall 2002	42	0%	0%	10%	14%	41%	36%	5.0
Spring 2003	43	2%	5%	7%	21%	44%	21%	4.6
The time of day that the tutoring was provided								
Fall 2001	-	-	-	-	-	-	-	-
Spring 2002	33	0%	3%	15%	27%	39%	15%	4.5
Fall 2002	48	2%	4%	21%	23%	40%	10%	4.3
Spring 2003	46	2%	2%	15%	24%	37%	20%	4.5
Your frequency of communication with the tutor								
Fall 2001	-	-	-	-	-	-	-	-
Spring 2002	33	0%	9%	12%	36%	27%	15%	4.0
Fall 2002	47	4%	6%	32%	23%	23%	11%	3.9
Spring 2003	46	4%	13%	13%	33%	26%	11%	4.5

192. 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	Pretest mean (fall)	Posttest mean (spring)	T-test
The frequency of the tutoring				
Change from time 1 (fall 01) to time 2 (spring 02)	48	4.8	4.9	-0.9
Change from time 3 (fall 02) to time 4 (spring 03)	46	4.6	4.6	-0.4
The quality of the tutoring				
Change from time 1 (fall 01) to time 2 (spring 02)	28	5.0	5.3	-1.7
Change from time 3 (fall 02) to time 4 (spring 03)	34	4.9	5.2	-1.2
The benefits of the tutoring				
Change from time 1 (fall 01) to time 2 (spring 02)	40	4.8	4.9	-0.8
Change from time 3 (fall 02) to time 4 (spring 03)	39	4.8	5.1	-1.6
The time of day that the tutoring was provided				
Change from time 1 (fall 01) to time 2 (spring 02)	-	-	-	-
Change from time 3 (fall 02) to time 4 (spring 03)	44	4.3	4.6	1.4
Your frequency of communication with the tutor				
Change from time 1 (fall 01) to time 2 (spring 02)	-	-	-	-
Change from time 3 (fall 02) to time 4 (spring 03)	40	4.0	3.9	-.5

Most teachers provided positive comments about the quality of the tutoring; some requested more communication with tutors

Teachers were asked if they had any additional comments about the tutoring. Their comments are listed below in Figure 193. Teachers made a number of positive comments about the tutoring. Several teachers said that the tutoring had been helpful, either in improving academic skills or in promoting other benefits, such as scholars' motivation or confidence. Others provided positive comments about the tutors.

While teachers identified a number of positive elements of the tutoring services, they also identified several concerns. A number of teachers continue to want more communication with the tutors and to receive more information about scholars' progress. Several said that the scholar had not received tutoring.

193. Teacher survey: open-ended comments – Do you have additional comments about the tutoring? (spring 2003)

Do you have any additional comments about tutoring?
Positive changes in scholar
[Scholar] has greatly benefited from the one-to-one learning opportunities with her tutor. I believe that besides improving her academic skills, the tutoring has helped her self-esteem, her organizational skills, and her determination to do well in school.
[Scholar's] standardized test scores in math and reading have gone way up and that's related to the tutoring. Also, he really likes the tutor and looks forward to seeing him.
Very helpful to student.
The tutoring has definitely had a positive effect on [scholar]. He has benefited from this offering.
Helpful! Keep being supportive and help [scholar] with English vocabulary. Is it also possible to get accelerated Spanish tutoring?
Seems to be motivating for her – at good times. She likes her tutor.
She enjoys it and it has greatly increased her confidence in reading – especially aloud.
Communication
It takes a good chunk of the day. We don't have time to communicate (teacher and tutor). Scholar is missing reading during this time. It would be helpful to me if I know what scholar was doing, how he was doing, what was going on. If we (teacher and tutor) could communicate on a regular basis, it would help. The frequency of communication with "Program manager" could increase. Suggestion: every month to month and a half would be about right. If there is anything I can do, just let me know.
It would be helpful to have a monthly update from the tutor (writing a short note) about what she is doing and where [scholar] is at (progress).
Need time with tutor to discuss progress.
Though I communicate twice a week with the tutor, time doesn't allow for much discussion regarding skills they're working on.
The tutor is wonderful but it is very difficult for me to communicate with her during the school day. I wish I had more time to help.
I have communication with [scholar's] tutor each day before she tutors him. Sometimes she will call me in the middle of a session for clarification. For instance, if [scholar] insists he doesn't have to do what I have directed. This has been great.
Reports given to the teacher about gains made would be helpful.
Sitting down with teacher/tutor to explain daily work and objectives, once every one or two months. Also, meeting to discuss progress – give progress report of student every one or two months.
Quality of tutors/tutoring services
[Tutor] is a great tutor. [Scholar] always look forward to meeting with him.
[Tutor] is awesome with keeping in touch and checking up on all the scholars.
[Tutor] is great. She helps reinforce [scholar's] goals and expectations.

193. Teacher survey: open-ended comments – Do you have additional comments about the tutoring? (spring 2003) (continued)

Do you have any additional comments about tutoring?
Quality of tutors/tutoring services (continued)
[Tutor] does an awesome job with each of my scholars. She cares about the kids and it shows.
The two week visits by the tutor's supervisor are very helpful and let me know as a teacher that the tutor is accountable to others.
This is my second year with a Cargill Scholars student and I am so impressed with the tutors provided for them. They are on time and are really focused on the student.
Other thoughts
I don't think there is any good time to pull them out of school day. The curriculum the tutors have to work with is poor.
It would be good to have tutoring after school with [scholar] at his home.
Hope they can keep up the good work, again, would like to see more kids be able to be involved in something so productive.
I think it's something that should be implemented for more students. Tutors are really enthusiastic about their work. Kids seem like they enjoy it.
Test scores did not go up. I was unaware of what they were working on other than "reading."
There has been conflict about how many times a week [scholar] should be tutored.
The tutoring was poor – didn't happen very often until the last three weeks.
Student received no tutoring
No tutor could be found throughout the majority of this year to service [scholar]. She has not had good service for this year. Somehow it should be made up.
It has ceased due to a suspension.
There has been no tutor for [scholar] since October 2002.
[Scholar] started in the middle of the year (Cargill) was tested but a tutor was never assigned.
No comments/not enough information
Since [student] has been recently moved into my classroom, I don't have a full or clear understanding on what skills have been taught or what skills will be worked on in the future.
(Teacher) has only been scholar's fifth grade teacher since February. She really can't talk about the tutoring since she has no contact with the tutor.
No.
None.

Interactions with the program coaches

Most teachers felt that the quality of their relationship with the coaches and the frequency of their communication was "good" or "very good"

Teachers were asked two questions about their interactions with the Cargill Scholars' program coaches. Teachers' average ratings of the quality of their relationship with the coaches and the frequency of their communication with the teachers fell between "good" and "very good." Eighty-five to 89 percent of the teachers rated these items as at least "good" (see Figure 194). There were no significant changes in these ratings across the 2002-03 school year (see Figure 195).

194. 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?	N	Percentage 1 = Terrible	2 = Poor	3 = OK	4 = Good	5 = Very good	6 = Outstanding	Mean
The quality of your relationship?								
Spring 2002	33	0%	0%	0%	24%	36%	39%	5.2
Fall 2002	48	0%	0%	15%	17%	50%	19%	4.7
Spring 2003	48	0%	4%	6%	12%	54%	23%	4.9
Your frequency of communication?								
Spring 2002	33	0%	0%	0%	36%	36%	27%	4.9
Fall 2002	48	0%	0%	17%	19%	46%	19%	4.7
Spring 2003	48	0%	2%	12%	12%	58%	15%	4.7

Note. These questions were not asked in fall 2001.

195. Teacher survey: paired t-tests of teacher ratings of program coaches

	N	Pretest mean (fall)	Posttest mean (spring)	T-test
The quality of your relationship				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	46	4.9	4.7	0.9
Your frequency of communication				
Change from time 1 (fall 2001) to time 2 (spring 2002)	-	-	-	-
Change from time 3 (fall 2002) to time 4 (spring 2003)	44	4.8	4.7	0.5

Perceived benefits of scholar participation

Teachers identified a range of academic, personal, and social benefits for scholars due to their participation in the program

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 196. Many teachers said that there had been changes in academic skills. While some said there had been specific academic gains, others mentioned improvement in 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.

196. Teacher survey: open-ended item – Perceived benefits of program for scholars (spring 2003)

Overall, what benefits, if any, have you seen for this students as a result of his or her participation in Cargill Scholars?
Benefits for student
[Scholar] and his parents are thrilled to be a part of the program and their expectations of [scholar] both academically and behaviorally have increased. They are very honored, all of them!!
[Scholar] has been assessed and diagnosed ADD – I believe with consistent medication [scholar's] attentiveness will improve, and it is thanks to Cargill – the school has been trying to get him assessed since second grade.
[Scholar] is confident in herself and her schoolwork. She gets to practice essential skills and improve her academics.
[Scholar] is happy to talk with [program manager] and responds well when Cargill Scholar is brought up. His attitude toward school has also improved.
[Scholar] is more outgoing in class.
[Scholar] tries to act well in class so that he will have enough points.
[Scholar's] greatest benefit this year, because of the death of her father, has been the connections she's had with people who care for her and want to encourage her to keep on improving her skills.
[Scholar] cares about attempting to achieve a goal. Without the program I don't think she would even have goals!
Academic, social, confidence building.
Communication with peers been more positive. Her attitude toward school has improved.
He has really improved on his math skills.
Higher self-esteem. Motivation, complete work.
I love the goal setting – rating self – something to work towards, an incentive. Outside opportunities, like piano lessons, incentive trips, and then the tutoring, all these have benefited the scholar.

196. Teacher survey: open-ended item – Perceived benefits of program for scholars (spring 2003) (continued)

Overall, what benefits, if any, have you seen for this students as a result of his or her participation in Cargill Scholars?

Benefits for student (continued)
I wish all kids had this opportunity for success!
I'm glad that she has someone else "on her side" trying to help her improve. She seems to get very little support from home.
I'm not absolutely certain. However, [student] has continually demonstrated a commitment to his studies.
Increase in effort, social abilities, and behavior. The student's writing abilities have been aided immensely.
Increased motivation. Increased self-esteem.
Increased self-confidence, better self-esteem.
Initiative to take control of his education. He does, most often, strive to do well. The consistent contact and follow through by program manager is essential for [scholar] to succeed.
Math/reading skills have improved – her self concept has improved.
More opportunities provided for him. More confidence in himself and his abilities.
Motivated by incentives program, it's something special he gets to do that not everybody else does and it keeps him focused on long terms goals like college.
My gosh. Through this year, I have seen him grow so much – not just academically but in self-confidence. Shows a lot of initiative, he was just voted class president. Have had many conversations with other people in the building about how great he is. Shy kid, but really gives him confidence. Perfect kids for this program. Rave, rave, rave.
Now that tutoring has started for [scholar] again I see a little bit of confidence in her basic skills.
Positive male role model. Success in a curriculum area.
She has a lot more self-confidence and is a stronger student overall because of the program.
She has shown academic and personal growth. Has more confidence. She seems to appreciate all the opportunities given her.
She stays focused and takes her schooling seriously. Perhaps that's due to the tutoring; I'm not certain.
Showing overall improvement in all areas. She is trying hard to get all assignments in on time and getting caught up.
The extra help is greatly needed in the area of reading, especially for fluency and comprehension. For the brief time, we've been together [student] seems to show more interest in his reading.
The student has been introduced to a variety of activities that he would not otherwise be exposed to. The student has been able to receive direct instruction on a regular basis.
This student is doing well in school. He is receiving average to a little above grades and has a positive attitude toward school and learning.

196. Teacher survey: open-ended item – Perceived benefits of program for scholars (spring 2003) (continued)

Overall, what benefits, if any, have you seen for this students as a result of his or her participation in Cargill Scholars?
Benefits for student (continued)
Wonderful improvements in spelling, organized writing skills, math skills, organization, and motivation.
Other comments
One-on-one time with the tutor.
The goals of the program are exactly what I think [scholar] needs. I believe ADD may be the reason why she does not appear to be making large gains in her academic skills.
[Program manager] is great to work, debrief, and collaborate with.
[Program manager] is very consistent and open. She has offered many suggestions.
I have a number of programs working in this school and I didn't appreciate the time required for this program with the limited service.
I have had (scholar) as student for four months. I have not observed her prior to being in this program.

Finally, teachers were asked if they had any other comments. 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. Others described a range of improvements that they had seen in scholars. A few teachers made other comments, which are listed in Figure 197.

197. Teacher survey: open-ended comments – Do you have any other comments? (spring 2003)

Do you have any other comments?
Improvement in student
[Scholar] has greatly benefited. She really needs more one-to-one help with all academic work.
[Scholar] has some silliness and immaturity issues but has learned ways to cope with situations in a positive way. He rarely shows anger and the few times I have observed this he quickly gets his equilibrium back. He is a good kid who is certainly benefiting from this program!
I encourage [scholar] to succeed – "It's ok to be – successful!" He's got a stressful home life with another sibling on the way and a fourth grade brother who is Special Ed and emotionally angry and dysfunctional. [Scholar] is keeping it together though and wants to go to college!
Scholar has made improvements in being self conscience about his reading level, seems more comfortable with where he's at, he's matured, understands what he has to do. He's doing good, improving.

197. Teacher survey: open-ended comments – Do you have any other comments? (spring 2003) (continued)

Do you have any other comments?
Improvement in student (continued)
She's a good choice for the program. I wish more kids could benefit from this kind of support.
Student wrote me a note thanking me for helping her overcome her reluctance to get up in front of the class – she's smiling a lot more.
Other comments
Though [scholar] has struggled and is at risk, I hope she can continue in the program. It is her light at the end of her tunnel.
Her mom is very involved, visiting with me regularly to discuss (student).
I have only been [scholar's] teacher since April 9, 2003.
I am frustrated by her lack of improvement.
While I think this is a very valuable program, this time one of the scholars fell through the cracks for a good portion of the year due to a conflict in scheduling. I think you need to work closer with buildings/teachers so a student behind in reading or math isn't missing these same subjects as a result of the tutors schedule.
A lot of the survey questions don't reflect that the scholar has English as a Second Language, English language learners. The form doesn't reflect all that he is doing well. He has been in this country three years and is doing well considering. Suggestion: noting if student is ELL (English Language Learner) on survey forms – would more accurately reflect student performance.
Yes! Why are we, the teachers, being sent the newsletters telling us of all the fun activities if we aren't invited? (Just kidding.) I do not, however, find the newsletters informative or helpful.
Keep an eye on her at her new school. I will miss her.
Praise for the program
Excellent program!!!
Great experience to be involved in this. I was lucky to be part of this family.
Keep it up! The kids are very lucky to have such a wonderful program.
Wonderful opportunity and program!
Thank you for this fantastic program!
I really thought it was good when Program Manager came to the student's recognition ceremony for being student of the month. It meant a lot to this student.
I'm extremely grateful for the opportunities provided for [scholar] by the Cargill Scholars program. I would love to see more of my students given such positive connections to caring people.
Thank you!
No additional comments
No. (2 respondents)
None.

Conclusions and recommendations

Overall, the results from the second year of the Cargill Scholars program indicate that scholars are generally performing well in all outcome areas. First, they continue to demonstrate high levels of social competence. Parents and teachers rate scholars as demonstrating positive behaviors at home and at school. Most scholars show average or better or social skills and average or fewer behavior problems. While most results have remained stable, there have been some significant improvements, such as in parent ratings of scholar responsibility and the impact of the program on scholars' confidence. Parents and scholars attributed many of these positive outcomes at least in part to the program. These outcomes are important, as research suggests that positive behavior, especially across the transition to middle school, can promote not only the development of positive relationships but also academic success.

Second, the majority of the parents are involved in scholar's education. Most help scholars with homework and attend some school activities. Almost all talk to scholars' teachers regularly. The frequency of parents' attendance at school events has fluctuated, possibly due to the timing of the surveys. The frequency with which parents read to children has declined significantly, though this may be expected due to the scholars' age.

Third, most scholars had positive relationships with unrelated adults, including their Big Brothers/Big Sisters mentors and their coaches. Scholars enjoyed the time that they spent with their mentors and felt that the relationship had been beneficial for them. Most scholars and parents felt that the program had helped them to develop these relationships.

Fourth, the results suggest that there have been improvements in scholars' academic skills. In both 2001-02 and 2002-03, significant improvement was seen in scholars' report card ratings between fall and spring. Standardized test scores have also shown improvement, though less so in the second year. Teacher ratings of scholars' reading skills have increased, as have parents' perceptions that the program has helped scholars improve skills in math, reading, and writing. Scholars are described by parents and teachers as motivated and putting effort into their work. Scholar's enjoyment of school has increased. Parents have increased their confidence that the scholars will attend post-secondary education, though they continue to feel that they will need support to do so.

Academic results are mixed, however. Many scholars are still rated below average by teachers. While teacher ratings of five academic behaviors increased significantly in the first year, two (respect for teachers and demonstration of math skills) declined in the second year. Data provided by the Minneapolis Public Schools did not yield any differences in district test scores between scholars and a matched comparison group.

Two-thirds of the scholars were involved in activities outside of school, though some decline has emerged. More than three-quarters are still interested in trying new things, especially sports. The percentage of parents who said that scholars have developed new skills, interests, or hobbies has increased. Most scholars have developed musical skills and many have increased the frequency with which they practice their instruments.

Parents and scholars continue to express high satisfaction with the program, including the staff and the activities. Parents report that the program is generally providing the right amount and the right kind of services. While satisfaction ratings are generally positive, there has been a decline in parent satisfaction with some activities, however, as well as with the program overall. In contrast, scholars' satisfaction with some of these same activities has increased. Teachers also reported high satisfaction with the quality of the tutoring, though they continue to wish for more communication with tutors.

While, overall, most results are positive, the following suggestions emerge for further consideration by program staff:

Promoting scholar social competence and emotional well-being

- Scholars continue to demonstrate high levels of social competence, though there has been some decline in ratings of their classroom behavior. Staff should be aware of those skills or behaviors receiving lower ratings or showing decline, including self-control and responsibility. While these ratings were still positive, overall, further efforts to help scholars develop these skills may be important.

- Results from the Self-Perception Profile for Adolescents suggest that the scholars have generally positive self-perceptions. Further administrations of this tool will be useful in identifying areas of change that can guide further efforts. In the meantime, the program should continue to focus on opportunities for scholars to have positive experiences in each domain, including scholastic competence, athletic competence, and behavioral conduct.

- As the scholars mature, it will be important for the program to continue providing speakers and resources relevant to the issues faced by the youth. Most parents have attended at least one parent meeting and have found the material useful, suggesting that this is a valuable opportunity for sharing information. Parents continue to express interest in information about adolescent issues, such as drugs. Increasing parents' ability to address adolescent issues is especially important, given the fact that most scholars identified their parents as the people they would turn to if they needed to make an important decision.

- In addition to parent meetings, the program may also wish to consider similar types of meetings or activities for the scholars. Most are not currently demonstrating significant emotional or behavioral issues. However, some indicated that they are experiencing moodiness, sadness, or nervousness. Providing youth with opportunities to discuss these issues or to receive resources and support may help ensure that emotional or behavioral concerns do not grow to exceed those experienced by most adolescents or interfere with the gains scholars have made thus far in the program. Other topics to consider may be bullying and substance use.

Promoting parent involvement

- Many parents received information about school- or community-resources, indicating that the program has been successful in its efforts to provide these materials. However, the percentage of parents who used the resources has declined fairly dramatically. The results do not indicate the reason why resources are not being used. It is possible that there are barriers preventing families from using these resources or that the resources are not a good match with the needs of families. Further efforts to clarify the resources needed by parents and to address these needs may be important.

- As scholars proceed further in school, parents may have increased difficulty in helping scholars with homework. More than one-quarter of the parents find it at least fairly difficult to help scholars with their homework and scholars have become less likely to ask their parents for help. The program may want to consider additional opportunities or resources for scholars who may require assistance with their work.

Promoting scholar relationships with family and other adults

- At the end of the program's second year, many scholars still did not have a mentor. Subsequent efforts have already taken place to recruit additional mentors and match more scholars. The importance of these ongoing efforts is supported by the evaluation findings, which indicate that the experience has been positive for those scholars with mentors. In order for the scholars to receive the full benefits of mentoring, it will be important to match as many as possible in the near future.

- Some parents mentioned jealousy on the part of scholars' siblings. As scholars become older, it is possible that these issues could disrupt positive family relationships. The program might want to consider some additional opportunities for siblings.

Promoting scholar academic success

- Most scholars and parents feel that scholars are likely to attend post-secondary education. The percentage of parents who feel that scholars will definitely attend post-secondary education has increased. However, parents continue to express concern that they will face significant financial barriers. The program is encouraged to continue providing information and education to parents, including options for funding post-secondary education.

- While scholars are demonstrating academic improvement, the results were less positive in the second year than they had been the first year. Staff and tutors are encouraged to continue to focus on strategies for enhancing academic development.

- Program staff are encouraged to focus on school attendance. Overall, scholars are attending school regularly. However, attendance was lower during the second year than it had been the first year. Because school attendance is a strong predictor of academic success, program staff are encouraged to monitor scholars' behavior in this area to ensure that attendance is maintained. If any scholars are experiencing difficulty in this area, staff should consider strategies to address the issue.

- Across the first two years of the program, teachers have expressed concerns related to their level of communication with the tutors. While increased levels of interaction can be difficult due to scheduling limitations, tutors are encouraged to continue their efforts to maintain ongoing communication with teachers.

Promoting scholar involvement with activities

- Most scholars continue to be interested in trying new activities. Continuing to promote scholar involvement in group and individual activities will be important, as research suggests that positive involvement in activities can reduce the likelihood of youth involvement in negative behaviors. Many scholars are both interested in sports and participating in sports, indicating that there is alignment between services provided and scholar interest. However, many scholars also expressed interest in other activities, which were provided less frequently. As scholars move through middle school, their interests may also shift. Staff may want to review the list of activities generated by scholars to identify future activities or services.

Increasing parent and scholar satisfaction with services

- In the program's first year, parents expressed some concern related to their level of input in selecting activities. In the second year, higher satisfaction was reported. Program staff are encouraged to continue to focus on this issue, as this may not only

promote parents support for the program, but may also increase their ability to serve as advocates for their other children.

- Program staff are encouraged to review the ratings of scholars and parents related to specific activities and to consider options for modifying activities accordingly. In the second year of the program, some scholars and parents expressed lower satisfaction with the summer academy. Other activities that have shown some decline in satisfaction on include parent meetings, meetings with coaches, trips to the Science Museum, and science camp.

- As was noted in a previous evaluation report, it will be important to ensure that extrinsic incentives are replaced over time with more intrinsic forms of motivation. Continued efforts in this area will be important, especially due to the declines in the percentage of scholars who said that they had earned incentives and in the percentage who said that earning incentives was very important to them.

Finally, several issues emerged related to the evaluation. The evaluation design was reviewed in 2003 and adapted to reflect the developmental status of the scholars. Issues related to the middle school transition were added to surveys, as well as questions related to emotional well-being and involvement in problem behaviors. These issues are not currently reflected in the logic model, but are relevant to the scholars as they move into adolescence. In 2004, it is recommended that the program's theory and logic model be reviewed and adapted if needed to reflect any changes in the program model and the developmental status of scholars.