

Introduction

The mission of the Whitney M. YOUNG Scholars Program ® (WYSP), as stated on their website is:

The Whitney M. YOUNG (Youth Organized to Understand New Goals) Scholars Program recruits academically talented, economically disadvantaged seventh grade students in the Louisville Metro area, and over a six year period, prepares them for high school graduation and successful transition into college. This preparation includes:

- Introducing more structure into the Scholar's personal environment
- Maintaining and improving the Scholar's academic performance
- Enhancing the Scholar's self-esteem
- Developing the Scholar's values, character, and ethics
- Facilitating parental/guardian advocacy for each Scholar
- Providing positive peer and mentor interaction for the Scholar in a stimulating environment that is conducive to learning
- Enhancing cultural awareness

The program components, as stated on the Lincoln Foundation website, are:

Educational Clinics - Scholars attend educational clinics from 9:00 am to 12:00 pm on the first and third Saturday each month during the academic year. The clinics are designed to develop and enhance the Scholar's skills in such areas as time management, study habits, research skills, critical thinking, test-taking, math and science skills, and writing.

Parental Institutes - Parental Institutes are forums for advocacy designed to discuss and address topics such as adolescent behavior, stress management, self-esteem, leadership development, and financial planning. Meetings are held on the third Saturday of each month from 9:30 am to 11:30 am during the academic year.

Summer Institutes - Each summer, high school Scholars spend two weeks on a college campus. Summer Institute is designed to acquaint the Scholars with college life and provide them with a holistic experience of college. Scholars engage in educational enrichment activities, career/personal-development classes, and courses that introduce them to the tasks required once they enroll in college. Scholars in middle school attend math, science, and technology camp.

Upon completion of the program, the Lincoln Foundation assists the Scholar and Scholar's family in identifying and obtaining a financial aid package for post-secondary institutions. The Lincoln Foundation follows each cohort of Scholars from high school through college graduation and beyond.

Participants

The Whitney M. YOUNG Scholars Program® had 224 participants during the 2009-2010 school year. All participants were in grades 7-12. The number of participants ranged between 41 for seventh grade and 32 for eleventh grade. As shown in *Table 1: WYSP Grade and Gender*, the majority of the participants were female at 57.4%. The total number of males has been gradually increasing from 33.2% in 2007-2008, to 38.8% in 2008-2009, to 42.4% in 2009-2010. The proportion of females to males varies between phases. The phase with the highest percent female is phase 17 (10th grade) with 76.9% female, the phase with the highest percent male is phase 20 (7th grade) with 58.5% male, and the phase that has the most balance between females and males is phase 16 (11th grade) with a 50-50 split.

Table 1: WYSP Grade and Gender (N = 224)

Grade (Phase/Class of)	% Female	% Male	Total Number
12 th (Phase 15/2010)	67.6%	32.4%	37
11 th (Phase 16/2011)	50.0%	50.0%	32
10 th (Phase 17/2012)	76.9%	23.1%	39
9 th (Phase 18/2013)	53.8%	46.2%	39
8 th (Phase 19/2014)	55.6%	44.4%	36
7 th (Phase 20/2015)	41.5%	58.5%	41
Total	57.6%	42.4%	224

With respect to race/ethnicity, 76.8% of the participants are African-American, 12.5% are white, 4.9% are Hispanic, 2.2% are Asian, and 3.6% are other. As illustrated in *Table 2: WYSP Race/Ethnicity*, the 9th grade had the highest percent of African-American participants at 87.2%, the 8th grade had the highest percent of White participants at 22.2%, the 11th grade had the highest percent of Hispanic participants at 12.5%, and the 7th grade had the highest percent of Asian participants at 4.9%.

Additionally, *Table 3: Race/Ethnicity by Gender* shows the student race/ethnicity combinations of all Scholars. Nearly 46% of the participants are African-American females and approximately 31% are African-American males.

Table 2: WYSP Race/Ethnicity (N=224)

Grade (Phase/Class of)	% African American	% White	% Hispanic	% Asian	% Other
12 th (Phase 15/2010)	81.1%	13.5%	2.7%	0.0%	2.7%
11 th (Phase 16/2011)	75.0%	12.5%	12.5%	0.0%	0.0%
10 th (Phase 17/2012)	84.6%	7.7%	2.6%	2.6%	2.6%
9 th (Phase 18/2013)	87.2%	0.0%	10.3%	2.6%	0.0%
8 th (Phase 19/2014)	69.4%	22.2%	0.0%	2.8%	5.6%
7 th (Phase 20/2015)	63.4%	19.5%	2.4%	4.9%	9.8%
Total	76.8%	12.5%	4.9%	2.2%	3.6%

Table 3: WYSP RACE/Ethnicity by Gender

Race/Gender	7 th	8 th	9 th	10 th	11 th	12 th	Total
Black Female	26.8%	38.9%	48.7%	64.1%	37.5%	56.8%	45.5%
Black Male	36.6%	30.6%	38.5%	20.5%	37.5%	24.3%	31.3%
White Female	9.8%	13.9%	0.0%	7.7%	6.3%	8.1%	7.6%
White Male	9.8%	8.3%	0.0%	0.0%	6.3%	5.4%	4.9%
Hispanic Female	0.0%	0.0%	2.6%	2.6%	6.3%	0.0%	1.8%
Hispanic Male	2.4%	0.0%	7.7%	0.0%	6.3%	2.7%	3.1%
Asian Female	0.0%	0.0%	2.6%	2.6%	0.0%	0.0%	0.9%
Asian Male	4.9%	2.8%	0.0%	0.0%	0.0%	0.0%	1.3%
Other Female	4.9%	2.8%	0.0%	0.0%	0.0%	2.7%	1.8%
Other Male	4.9%	2.8%	0.0%	2.6%	0.0%	0.0%	1.8%
Total	100%	100%	100%	100%	100%	100%	100%

In terms of socioeconomic status, the lunch status is used as a measure. As shown in *Table 4: Lunch Status*, the majority (approximately 81%) of the 2009-2010 participants qualified for the free/reduced lunch program. This is consistent with 2008-2009 where 79% of the participants qualified.

Table 4: WYSP Lunch Status (N = 224)

Grade (Phase/Class of)	% Free/Reduced	% Paid
12 th (Phase 15/2010)	75.7%	24.3%
11 th (Phase 16/2011)	62.5%	37.5%
10 th (Phase 17/2012)	82.1%	17.9%
9 th (Phase 18/2013)	89.7%	10.3%
8 th (Phase 19/2014)	83.4%	16.7%
7 th (Phase 20/2015)	87.8%	12.2%
Total	80.8%	19.2%

Participant School Locations

The Whitney YOUNG Scholars Program® participants attend a wide array of schools. Of the 224 participants, 209 attended Jefferson County Public Schools, 10 attended private/parochial, and 5 attended public schools outside of Jefferson County. *Table 5: Schools Attended* contains a complete listing of all the schools attended by WYSP scholars. There were several schools that had participants that had not had anyone the prior two years. These schools were Farnsley Middle School, Kennedy Middle School, Iroquois High School, Peace Academy, the Phoenix School, Evangel, Nicholas Academy, North Oldham Middle School, and Parkview Middle School. The schools with the highest number of participants were Male Traditional High School (29), Central High School (22), Butler Traditional School (19), Eastern High School (12), Johnson Middle School (12), Noe Middle School (12), Manual High School (11), Meyzeek Middle School (11), and Newburg Middle School (10). Meyzeek Middle School and Male Traditional High School showed the largest gain in number of participants from the previous year.

Table 5: Schools Attended

School	2008	2009	2010	Change (2010-2009)
JCPS Middle Schools				
Barrett	7	8	3	-5
Carrithers	3	0	0	0
Conway	2	2	0	-2
Crosby	0	2	2	0
Farnsley	0	0	1	+1
Highland	4	3	2	-1
Jefferson Co. Traditional	7	7	1	-6
Johnson Middle	17	14	12	-2
Kammerer	4	0	2	+2
Kennedy	0	0	1	+1
Knight	5	2	0	-2
Lassiter	2	1	0	-1
Meyzeek	14	2	11	+9
Myers	12	7	6	-1
Newburg	4	10	10	0
Noe	4	11	12	+1
Olmsted South	1	1	2	+1
Ramsey	0	2	0	-2
Stuart	2	3	2	-1
Stuart Virtual	0	1	0	-1
Thomas Jefferson	0	2	0	-2
Western Middle	1	0	0	0
Westport Middle	1	0	0	0
Non JCPS Schools				
Assumption	1	1	2	+1
Evangel	0	0	1	+1
Jeffersonville High	0	1	1	0
Louisville Collegiate	1	1	1	0
Nelson County High	3	2	0	-2
Nicholas Academy	0	0	1	+1
Old Kentucky Home	0	1	1	0
North Oldham MS	0	0	1	+1
Oldham County High	1	1	1	0
Parkview MS	0	0	1	+1
Presentation	1	2	2	0
River Valley Middle	2	1	0	-1
St. Francis	0	1	1	0
St. Xavier	0	1	1	0
Trinity	0	1	1	0

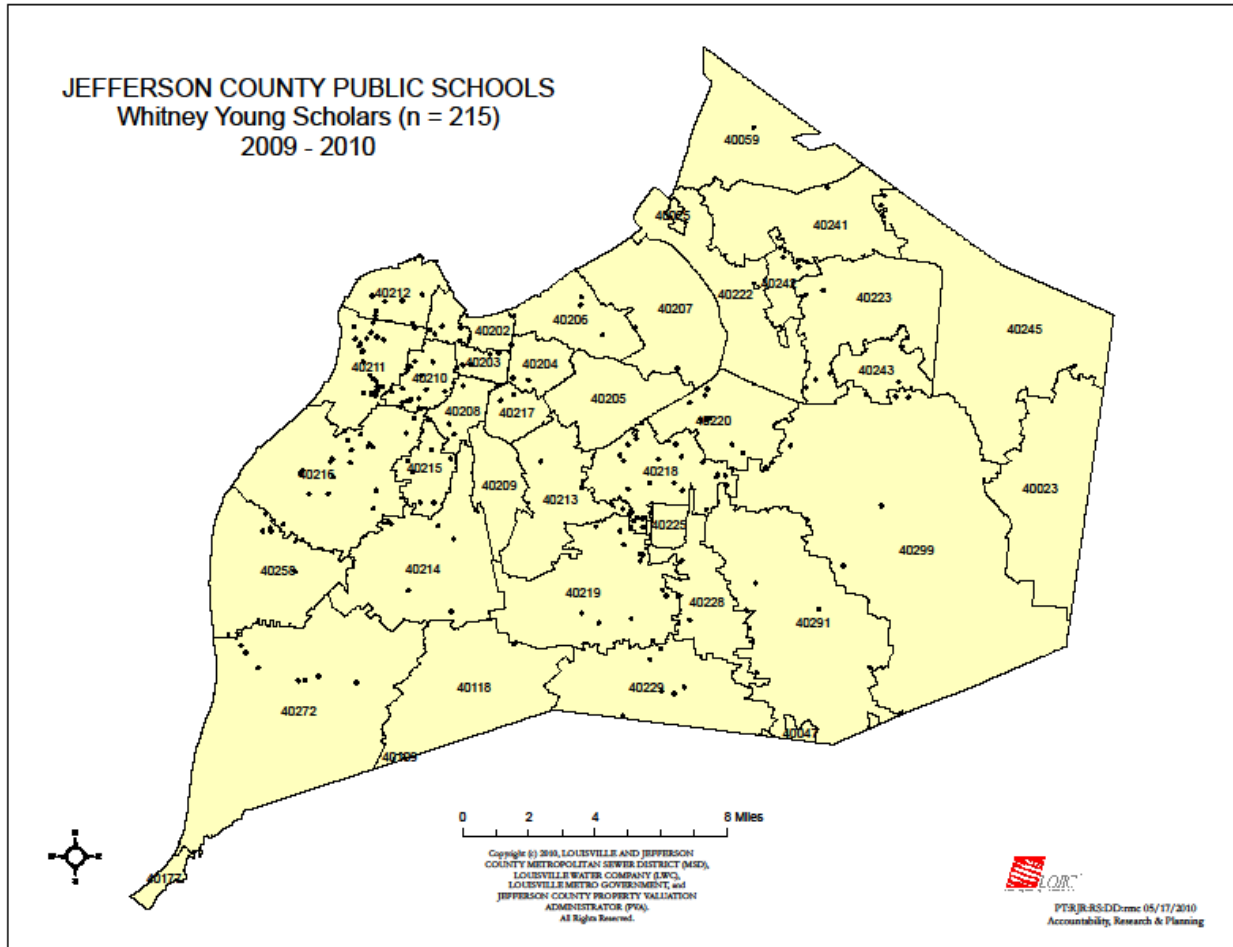
School	2008	2009	2010	Change (2010-2009)
JCPS High Schools				
Atherton	4	4	3	-1
Ballard	15	5	4	-1
Butler	15	16	19	+3
Central	25	24	22	-2
Doss	5	5	5	0
Eastern	7	10	12	+2
Fairdale	4	1	1	0
Fern Creek	4	3	4	+1
Iroquois	0	0	1	+1
Jeffersontown	5	5	4	-1
Jefferson County	0	1	0	-1
Virtual				
Male	24	21	29	+8
Manual	21	13	11	-2
PRP	19	8	4	-4
Seneca	4	7	7	0
Shawnee	1	1	2	+1
Southern	4	1	1	0
Waggener	4	3	2	-1
Western	2	2	2	0

Other JCPS/State Schools				
Brown	2	2	2	0
Moore Traditional School	3	5	5	0
Peace Academy	0	0	1	+1
Phoenix School	0	0	1	+1

Participant Residential Locations

The participants who participated in the Whitney YOUNG Scholars Program® live all across Jefferson County. As shown in Figure 1: Residential Locations, there is a large concentration of participants who live in zip codes 40210, 40211, 40212, 40216, 40218, 40219, and 40272.

Figure 1: Residential Locations



Program Retention

When examining the data from 2009-2010, the following observations are made:

- ❖ 37 Scholars were seniors (Phase 15),
- ❖ 41 new Scholars were added as part of phase 20 (7th graders),
- ❖ 79% of the participants (9th grade and higher) have participated for three consecutive years,
- ❖ 1% participated in 2007-2008 and 2009-2010, but not 2008-2009,
- ❖ Approximately 25% did not continue or were dismissed from the program, and
- ❖ Approximately 23% were first time participants.

Table 6: Program Continuation from 2007-2008 to 2009-2010 contains further details about retention of WYSP participants.

Table 6: Program Continuation from 2007-2008 to 2009-2010***

Grade (Phase/Class of)	Total 2008-2009 Scholars	Total 2009-2010 Scholars	Did not continue/dissmised	1 st Year as WYS (2010)	2 nd Consecutive Year WYS (2008-2009, 2009-2010)	2 Years WYS - Non-consecutive (2007-2008, 2009-2010)	3 Consecutive Years WYS (2007-2008, 2008-2009, 2009-2010)	Retention Rate 2008-2009 to 2009-2010
Phase 14/2008	32	Graduated						NA
12 th (Phase 15/2010)	40	37	8% (n=3)	0% (n=0)	3% (n=1)	0% (n=0)	90% (n=36)	93% (n=37)
11 th (Phase 16/2011)	33	32	3% (n=1)	0% (n=0)	15% (n=5)	0% (n=0)	82% (n=27)	97% (n=32)
10 th (Phase 17/2012)	42	39	12% (n=5)	5% (n=2)	21% (n=9)	0% (n=0)	67% (n=28)	88% (n=37)
9 th (Phase 18/2013)	44	39	18% (n=8)	5% (n=2)	25% (n=11)	2% (n=1)	57% (n=25)	82% (n=36)
8 th (Phase 19/2014)	36	36	22% (n=8)	22% (n=8)	78% (n=28)	NA	NA	78% (n=28)
7 th (Phase 20/2015)	NA	41	NA	100% (n=41)	NA	NA	NA	NA
TOTAL ELIGIBLE FOR AT LEAST 2 CONSECUTIVE YEARS	195	183	13% (n=25)	6% (n=12)	28% (n=54)	1% (n=1)*	59% (n=116) 79%*	87% (n=170)
TOTAL	227 total	224 total	25% (n=57)**	23% (n=53)	24% (n=54)	0% (n=1)	51% (n=116)	75% (n=170)

*out of 147 students (2010) that could have been in WYSP for 3 years.

**This includes the 32 graduating seniors (Class 09) which is 14% of total

***Table amended 11/15/2010

Program Attendance

The program maintained attendance records on 230 participants (some were unable to complete the entire year). As seen in *Table 7: Education Clinic Attendance Rate*, the average number of days in attendance, out of a possible 18 days, was 12 days (with a median of 13). It is important to note that the attendance has increased or maintained for each phase for the past two years.

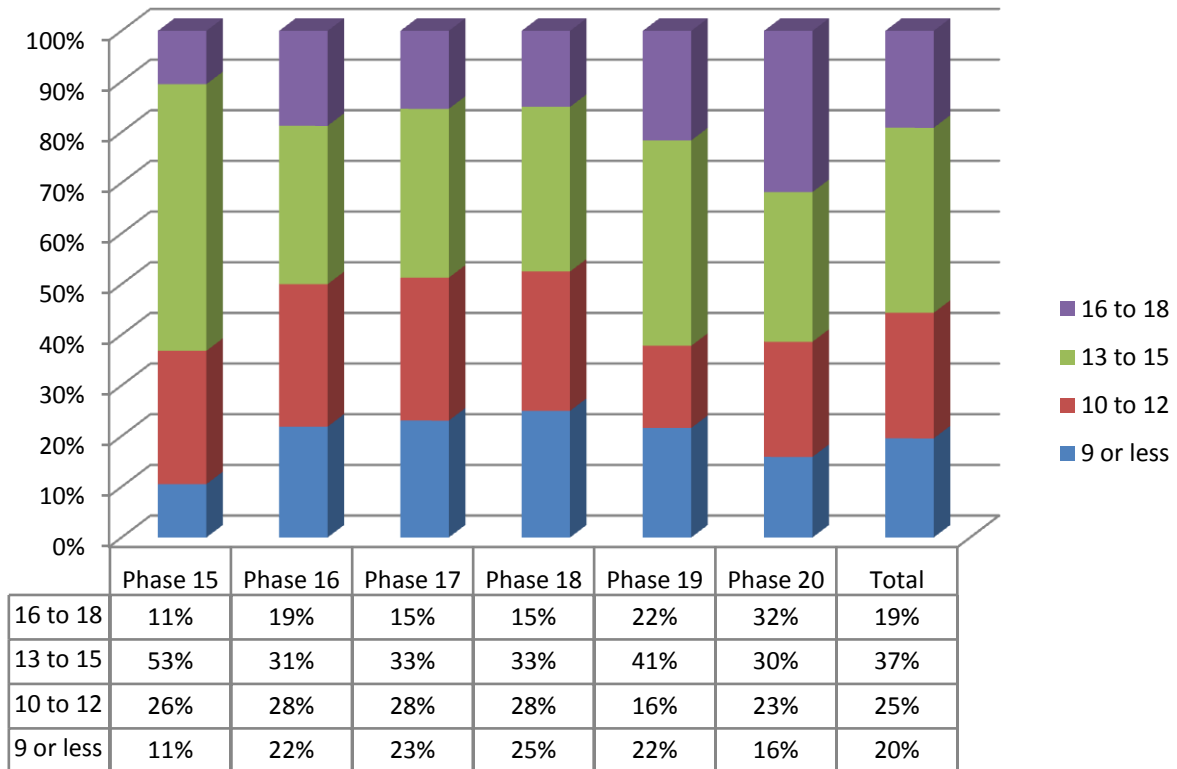
Table 7: Education Clinic Attendance Rate (n=230) [Comparison of same scholars/same phase]

Grade (Phase/Class of)	Average Clinics Attended 2007-2008	Average Clinics Attended 2008-2009	Average Clinics Attended 2009-2010	Change (0910-0809)
12th (Phase 15/2010)	11	12	13	+1
11th (Phase 16/2011)	12	12	12	0
10th (Phase 17/2012)	8	11	12	+1
9th (Phase 18/2013)	9	11	12	+1
8th (Phase 19/2014)	-----	12	12	0
7th (Phase 20/2015)	-----	-----	13	-----
Total	10*	12*	12	0

*includes that year's seniors

There were nearly 20% of the Scholars that were not in attendance 9 days or more. Similarly, there were nearly 20% of the Scholars that were absent 2 days or less. Phase 18 (25%) and Phase 17 (23%) had the highest percentage of students that missed 9 days or more and Phase 15 (11%) had the lowest percentage of students that missed 9 days or more. Phase 15 (63%), Phase 19 (62%) and Phase 20 (61%) had the highest percentage of students that attended at least 13 days. *Figure 2: Attendance Percentage by Phase* shows a bar chart that shows the attendance percentage by each phase.

Figure 2: Attendance Percentage by Phase



Non-Academic Measures

In order to determine the Scholars’ non-academic school indicators, out of school suspensions and absenteeism of the Scholars at each phase was analyzed.

Out of School Suspension

The number of Scholars suspended had decreased for all phases from the previous year with the exception of Phase 11. A total of 10 scholars, approximately 5% of the total Scholars, were suspended during the 2009-2010 school year. The 7th graders (Phase 20) had the fewest number of Scholars (0) suspended and the 8th grade (Phase 19) had the most scholars (3) suspended. *Table 8: Number of Students Suspended by Phase* contains the number of Scholars suspended for each phase and the totals. The total number of out of school suspension days was 33 days for the 10 Scholars. The average number of days suspended was approximately 3 per Scholar suspension with the maximum being 9 days for one Scholar.

School Absenteeism

The average number of days absent for a Whitney YOUNG Scholar was approximately 6 days. There were 23 Scholars with 20 or more days absent with the maximum number of days absent being 33 days. Twenty-four scholars had perfect attendance, 0 days absent, for this past year and an additional 106 Scholars had fewer than 5 days absent. When examining the phases, all phases had an average

number of days absent increased with the exception of Phase 18, which showed no change. *Table 9: Number of Days Absent by Phase* has the average number of days missed by phase for the past three years.

Table 8: Number of Students Suspended by Phase

Grade (Phase/Class of)	2007/2008 # Scholars Suspended	2008/2009 # Scholars Suspended	2009/2010 # Scholars Suspended	Change in # of Scholars Suspended 2009/2010-2008/2009
12 th (Phase 15/2010)	3	3	1	-2
11 th (Phase 16/2011)	5	1	2	+1
10 th (Phase 17/2012)	1	3	2	-1
9 th (Phase 18/2013)	1	3	2	-1
8 th (Phase 19/2014)	*	4	3	-1
7 th (Phase 20/2015)	*	*	0	0
TOTAL	10	14	10	-4

Table 9: Number of Days Absent by Phase

Grade (Phase/Class of)	2007/2008 Days Absent	2008/2009 Days Absent	2009/2010 Days Absent	Change in # of Days Absent 2009/2010-2008/2009
12 th (Phase 15/2010)	5.8	5.7	8.9	+3.2
11 th (Phase 16/2011)	5.6	5.9	7.1	+1.2
10 th (Phase 17/2012)	5.5	5.8	7.0	+1.2
9 th (Phase 18/2013)	2.9	2.9	2.9	0
8 th (Phase 19/2014)	*	5.9	6.4	+0.5
7 th (Phase 20/2015)	*	*	4.1	*
TOTAL	5.0	5.2	6.1	1.2[@]

[@]For comparison does not include Phase 20.

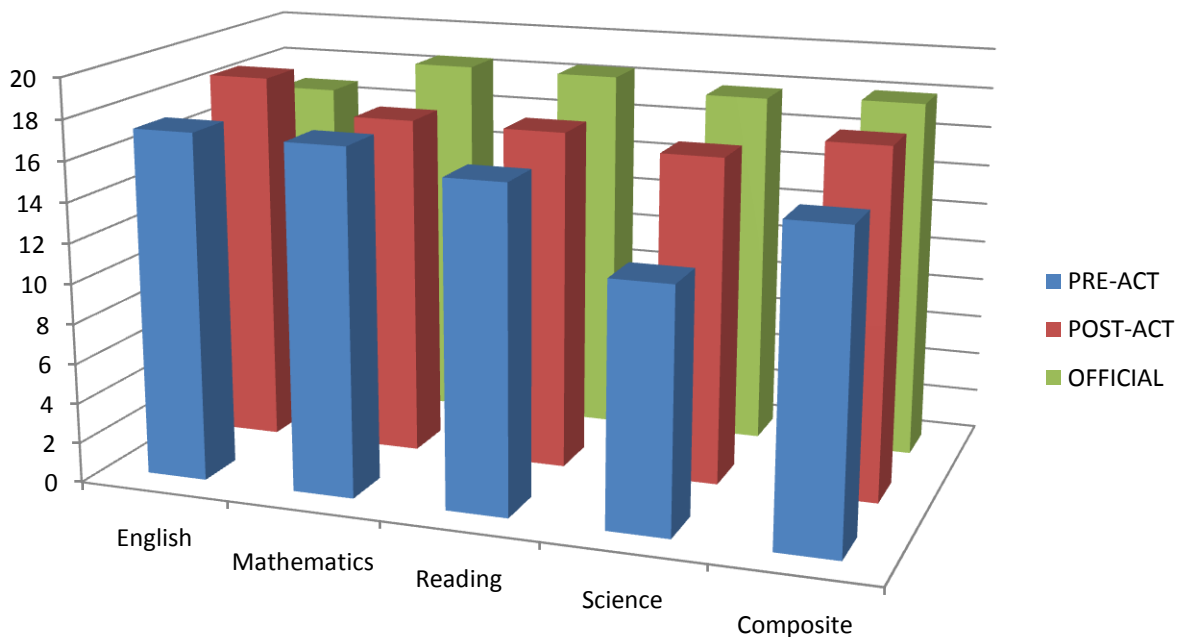
Academic Measures

Pre- and Post-Test Phase 16

The Phase 16 (11th grade students) completed a pre- and post-practice ACT test. Additionally, they also completed the official ACT as part of the state requirements for the Commonwealth Accountability Testing System (CATS). The first analysis compares the pre-practice test to the post-practice test. Of the 27 students that had completed both of these tests, 18 made gains, 4 made neither a loss nor a gain, and 4 made a loss using the composite scores. When a comparison was made using a t-test on the subscores (English, Mathematics, Reading, and Science), as well as the composite score, there was a statistically significant gain ($p < .01$) on both the science score and the composite score. The overall composite score gain was nearly 2 points.

Twenty-six of the participants had both the pre-practice test and an official ACT score from CATS. Of these students 20 made at least a one point gain (14 gained 3 points or more), four made neither a gain nor a loss, and two made a loss using the composite score. When a comparison was made using a t-test on the subscores (English, Mathematics, Reading, and Science), as well as the composite score, there was a statistically significant gain in Mathematics ($p < .05$) of 1.5 points, Reading ($p < .05$) of close to 2.5 points, and science ($p < .001$) of slightly over six points, and the composite score ($p < .001$) of slightly below 3 points. *Figure 3: Phase 16 – ACT Comparison* shows a graph of the pre-ACT practice test, the post-ACT practice test, and the official ACT test (March 2010). Of the 28 participants, 8 (29%) scored a composite of a 20 or higher.

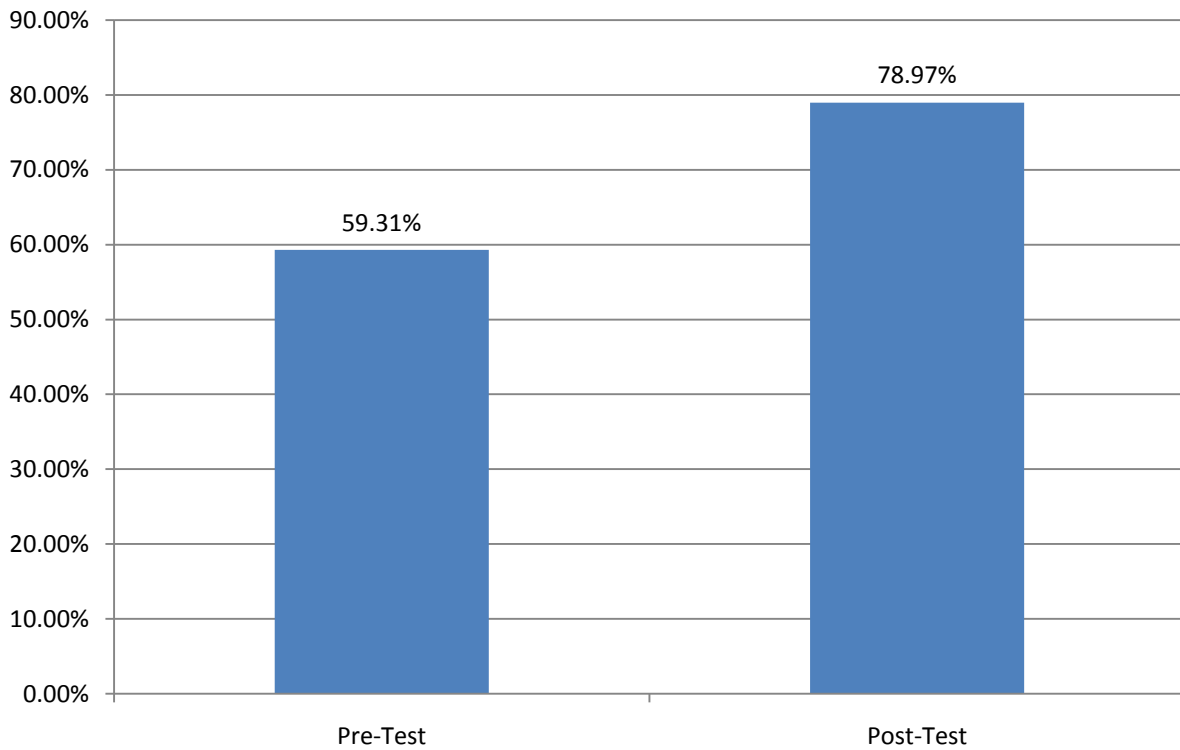
Figure 3: Phase 16 – ACT Comparison



Pre- and Post-Test Phase 17

Phase 17 (10th grade) students worked on read and analyzed Shakespeare’s work. Twenty-nine participants completed both a pre-test and a post-test. Of the 29 students, 23 (79%) scored higher on the post-test, while 6 scored lower on the post-test. When comparing the means, the students averaged 59% on the pre-test and 79% on the post-test, for an average growth of approximately 20%. When examining the data using a t-test, this is highly statistically significant ($p < .001$). *Figure 4: Phase 17 Comparison of Pre-Test to Post-Test* shows the average growth of the students.

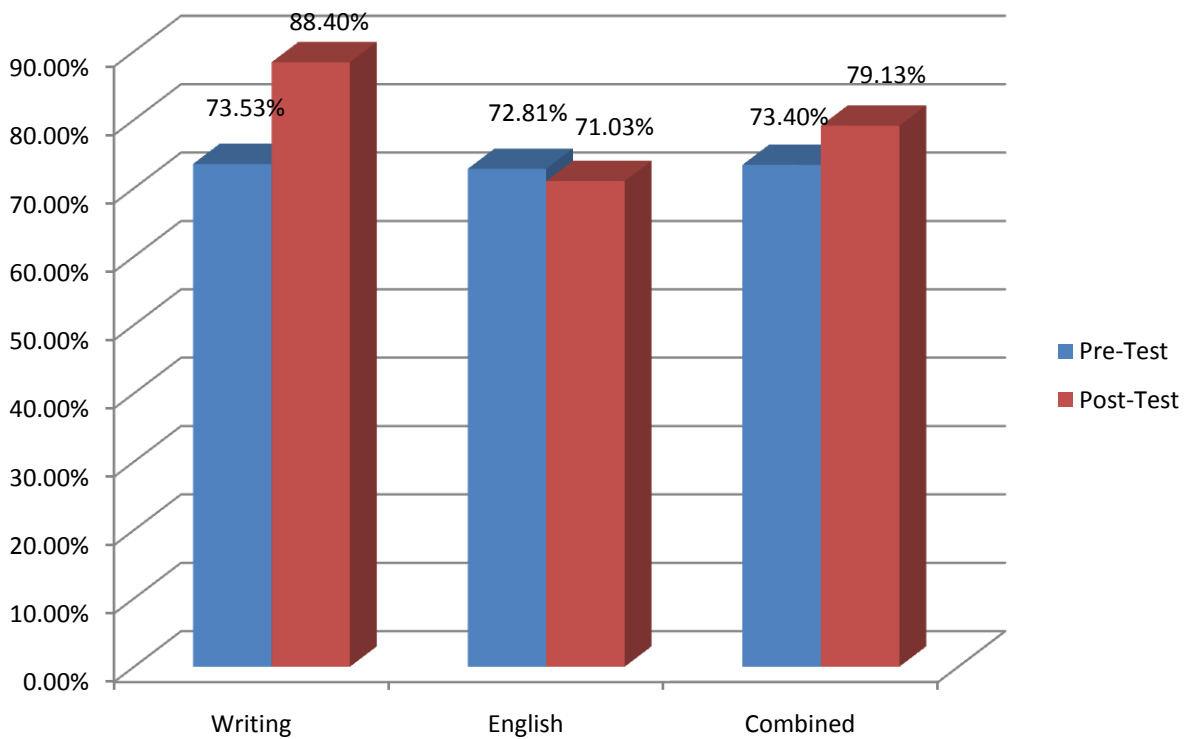
Figure 4: Phase 17 Comparison of Pre-Test to Post-Test



Pre- and Post-Test Phase 18

Phase 18 students (9th grade) focused on writing and language development. There were 32 participants that completed a pre-test and a post-test. The tests had two parts, writing and English, and a combined score. Of the 32 participants, 24 (75%) showed growth on the post-test and 8 (25%) showed a loss on the post-test. When comparing the means using a t-test, there was statistically significant growth in Writing ($p < .001$), with a growth of nearly 15%, and there was no significant change in English. On the combined score, there was a statistically significant growth ($p < .01$) of approximately 6%. *Figure 5: Phase 18 Comparison of Pre-Test to Post-Test* shows the comparison of pre-test to post-test scores in Writing, English, and Combined.

Figure 5: Phase 18 Comparison of Pre-Test to Post-Test

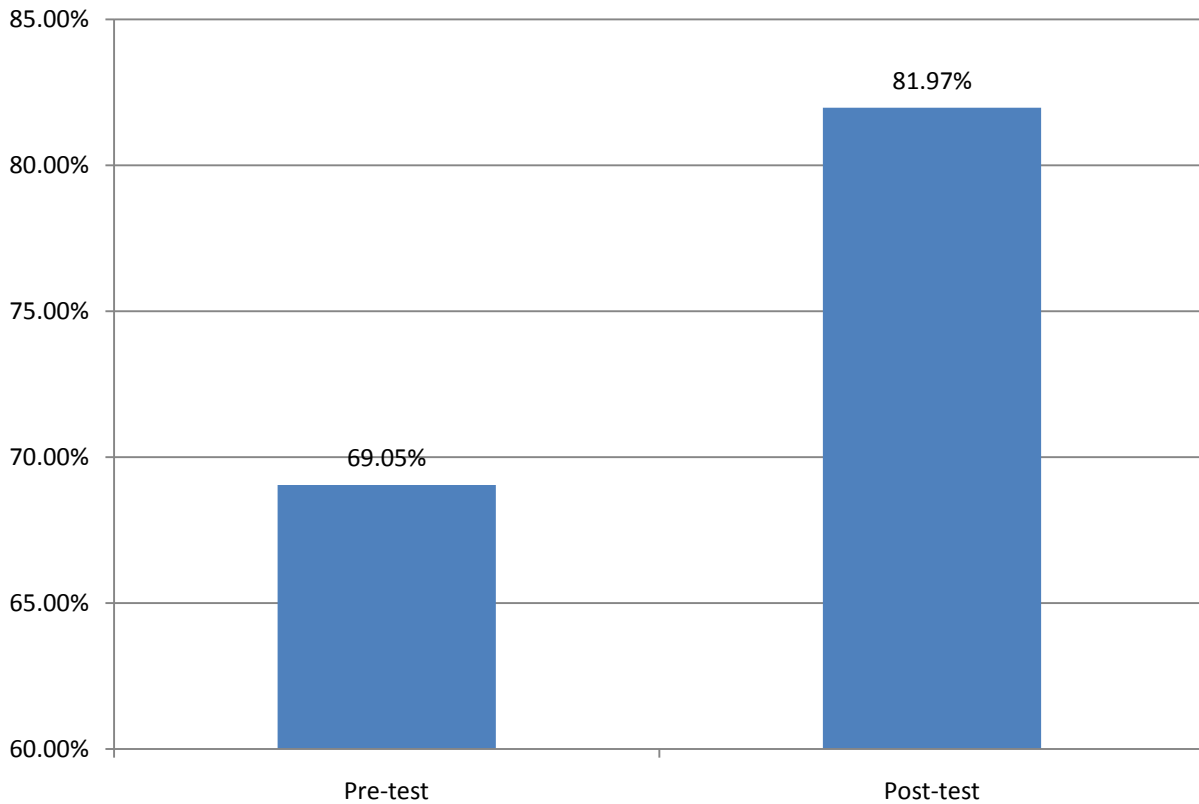


Pre- and Post-Test Phase 19

The primary focus of Phase 19 (8th grade) is mathematics. There were 28 participants that completed the pre-test and post-test. Of these 28 participants, 24 (86%) showed an increase on the post-test, one showed no gain or loss, and 3 showed a loss on the post-test. When comparing the means, the students averaged 69% on the pre-test and 82% on the post-test, for an average growth of approximately 13%. When completing a t-test, this result was highly statistically significant ($p < .001$).

Figure 6: Phase 19 Comparison of Pre-Test to Post-Test shows the comparison of the average pre-test to post-test mathematics scores.

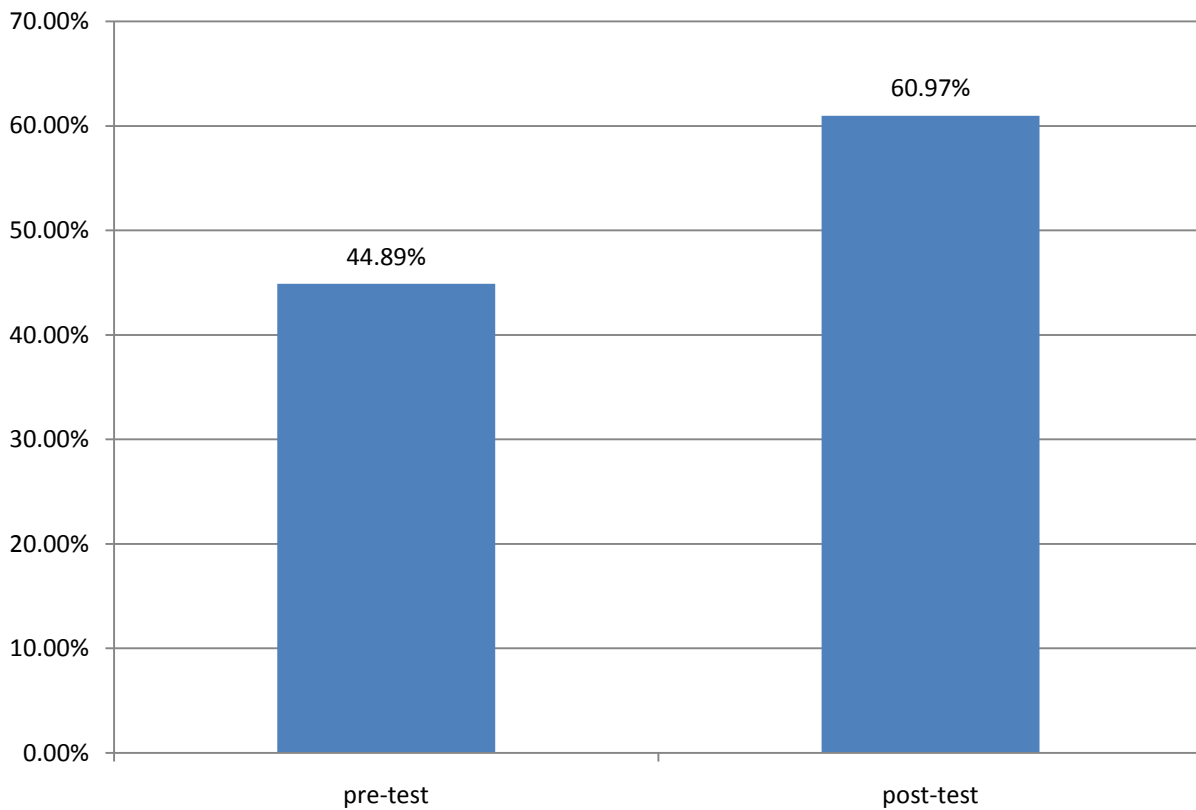
Figure 6: Phase 19 Comparison of Pre-Test to Post-Test



Pre- and Post-Test Phase 20

The primary focus of Phase 20 (7th grade) was Science. There were 30 participants that completed both the pre-test and the post-test. Of the 30 participants, 24 (80%) increased their score on the post-test and 6 students showed a decrease on the post-test. When comparing the means, the students averaged 45% on the pre-test and 61% on the post-test, for an average growth of approximately 16%. When completing a t-test, this result was highly statistically significant ($p < .001$). *Figure 7: Phase 20 Comparison of Pre-Test to Post-Test* shows the comparison of the average pre-test to post-test mathematics scores.

Figure 7: Phase 20 Comparison of Pre-Test to Post-Test



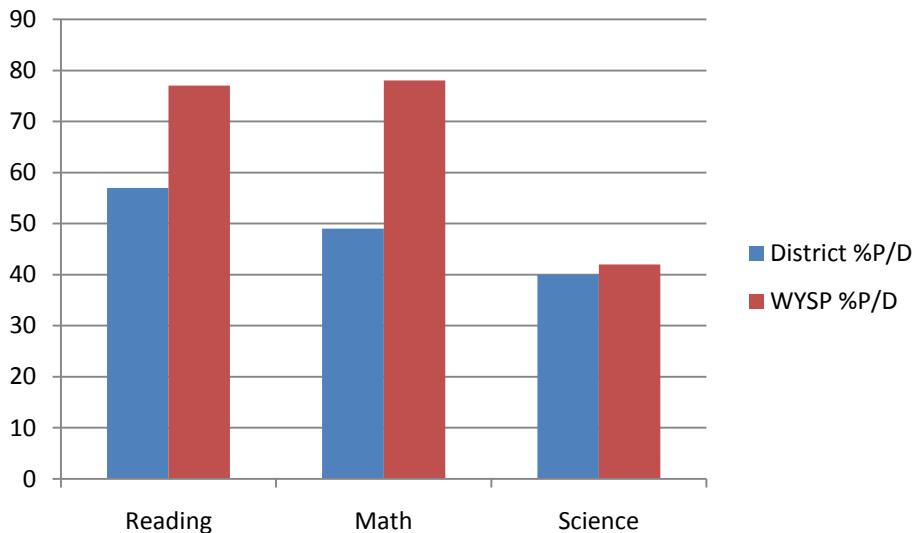
Whitney YOUNG Scholars vs District (KCCT)

In order to determine academic performance of the Scholars, a comparison was made for each phase, except phase 18 (9th graders) since they do not take KCCT, and the District. The comparison was made between the percent of students that have achieved “Proficient” or “Distinguished” in each tested area.

Phase 20 (7th graders) were tested in reading, mathematics, and science. The Scholars outperformed the district on all three measures (see *Figure 8: 7th Grade Comparison of Whitney YOUNG Scholars to District on KCCT*):

- ❖ in reading, 20% more proficient or distinguished students,
- ❖ in mathematics, 29% more proficient or distinguished students, and
- ❖ in science, 2% more proficient or distinguished students.

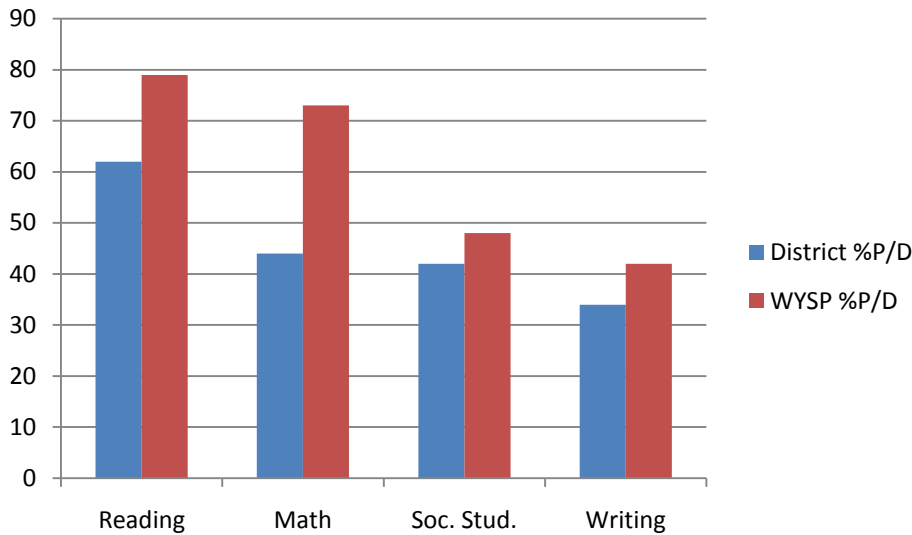
Figure 8: 7th Grade Comparison of Whitney YOUNG Scholars to District on KCCT



Phase 19 (8th graders) were tested in reading, mathematics, social studies, and on-demand writing. The Scholars outperformed the district on all four measures (see *Figure 9: 8th Grade Comparison of Whitney YOUNG Scholars to District on KCCT*):

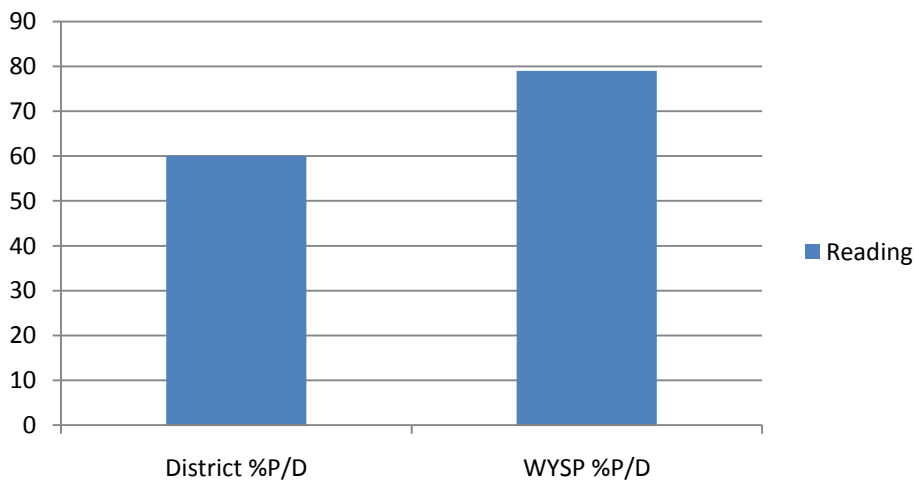
- ❖ in reading, 17% more proficient or distinguished students,
- ❖ in mathematics, 29% more proficient or distinguished students,
- ❖ in social studies, 6% more proficient or distinguished students, and
- ❖ in writing, 8% more proficient or distinguished students.

Figure 9: 8th Grade Comparison of Whitney YOUNG Scholars to District on KCCT



Phase 17 (10th graders) were tested in reading. The Scholars outperformed the district on this measure by having 19% more proficient or distinguished students (see Figure 10: 10th Grade Comparison of Whitney YOUNG Scholars to District on KCCT).

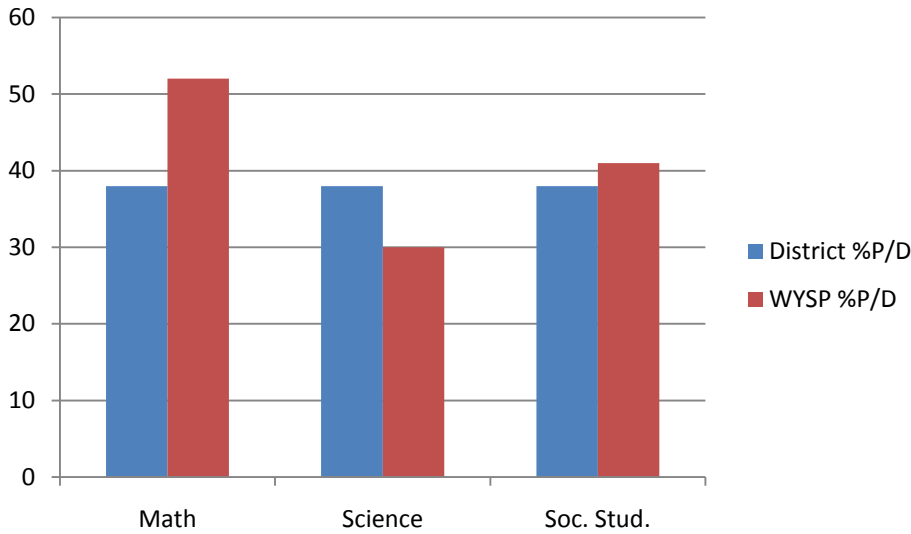
Figure 10: 10th Grade Comparison of Whitney YOUNG Scholars to District on KCCT



Phase 16 (11th graders) were tested in mathematics, science, and social studies. The Scholars outperformed the district on two of the three measures (see Figure 11: 11th Grade Comparison of Whitney YOUNG Scholars to District on KCCT):

- ❖ in mathematics, 14% more proficient or distinguished students,
- ❖ in science, 8% less proficient or distinguished students, and
- ❖ in social studies, 3% more proficient or distinguished students.

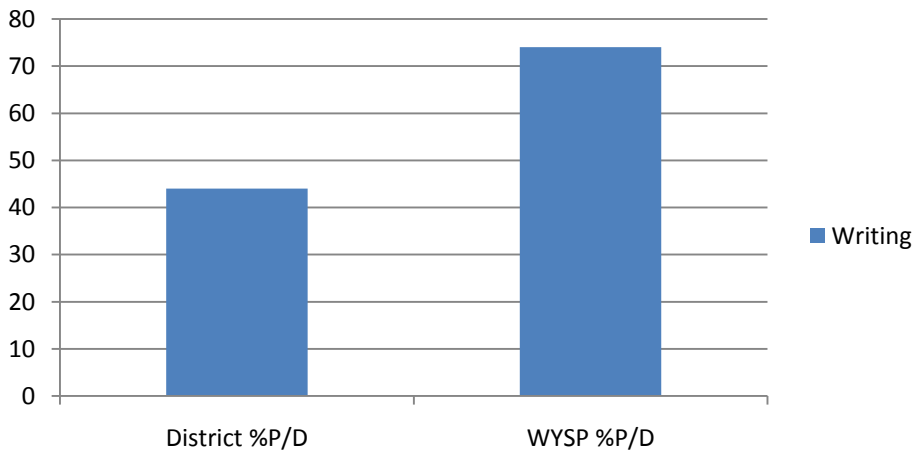
Figure 11: 11th Grade Comparison of Whitney YOUNG Scholars to District on KCCT



Phase 15 (12th graders) were tested in on-demand writing. The Scholars outperformed the district on this measure by having 30% more proficient or distinguished students (see Figure 12: 12th Grade Comparison of Whitney YOUNG Scholars to District on KCCT).

Figure 12: 12th Grade Comparison of Whitney YOUNG Scholars to District on KCCT

Writing



Survey Results

The participants were given a survey to provide feedback about the participants and about the program. A total of 139 participants completed the survey. The first set of questions asks the students about their study habits and test taking (see *Table 10: Study Habits and Test-Taking*). The first three questions all received a large percentage of student agreement. The students report understanding the importance of reading and following directions (98%), grades are important (96%), and enjoying learning (91%) as the statements that they most likely marked “agree” or “strongly agree”. Even though the majority of the students did not have a regular study time, did not let nervousness interfere with testing, and did not have trouble finding time to study, there was still a significant portion of students that did mark these as problems.

Table 10: Study Habits and Test-Taking (n=139)

Statement	% Who “Agree” or “Strongly Agree”
I understand the importance of reading and following directions	98%
Good grades are important to me	96%
I enjoy learning	91%
I set aside a regular time for studying every day	45%
I have trouble finding time to study	43%
Tests make me so nervous I can’t do my best	35%

Another question asked “On the whole, I am satisfied with myself”. For this statement 98% of the participants marked either “agree” or “strongly agree”.

There were several questions asking the participants about college and their future plans. Almost all of the Scholars are anticipating going to a college/university. Similarly, the vast majority (94.2%) of the participants report that their parents expect them to graduate from college. Most (72.5%) feel they know the next steps for applying to college, but only 56.7% feel they are “prepared” or “very prepared” to pay for college. Most participants (88.4%) believed that they were “prepared” or “highly prepared” for the ACT or SAT. *Table 11: College Related Questions Summary* shows the various responses of participants to college related questions. *Table 12: Anticipated Majors by Career Clusters* shows the areas that the students are planning on majoring. The careers are classified on the career map, based on Holland’s work, used by ACT. The most popular areas were Social Services (47 participants), Science and Technology (19 participants), and Undecided (37 participants).

Table 11: College Related Questions Summary

Statement	Response	Response Percent
Graduate from a 4-year college/university	“Likely” or “Highly Likely”	100%
Do you plan to attend college?	Yes	97.1%
How well prepared do you feel to take the ACT or SAT?	“Prepared” or “Very “Prepared”	88.4%
How prepared do you feel you are in knowing the steps you need to take to apply for college?	“Prepared” or “Very “Prepared”	72.5%
How well prepared do you feel you are for paying for college?	“Prepared” or “Very “Prepared”	56.7%
Did at least one of your parents/guardians go to college?	Yes	77.6%
Did at least one of your parent/guardians receive a Bachelor’s degree?	Yes Not Sure	39.5% 25.8%
Do your parents/guardians expect you to graduate from college?	Yes	94.2%
Do you feel comfortable speaking in front of large groups?	Yes	51.7%

Table 12: Anticipated Majors by Career Clusters (ACT – based on Holland’s work)

Social Service		Science and Technology		Business Operations	
Healthcare (Nursing/Medical)	20	Engineers/Architect	11	Business/Management	8
Law/Enforcement	17	Biology/Veterinary/Chemistry/ Zoology	6	Communications/ Broadcasting/ Media	4
Education	2	Math	2	Accounting	1
Political Science	1				
Psychology	7				
Technical		Administration & Sales		Arts	
Computer/Programming	4	Sports - Administration /Business/Marketing	3	Music	4
				Visual Arts	1
				Theater	1
UNDECIDED	37				

The participants were asked to respond to some open ended questions.

“Why are you participating as a Whitney M. YOUNG Scholar?”

- By far the most common responses were related to college (84 responses). These responses represented those that participated to get prepared for college, to assist with scholarships, to fill out applications, to prepare for the ACT, and to succeed in life by going to college.
- The second most common response was that the participants see the program as a way to better themselves (42 responses). Many wrote about learning new things, being a great opportunity, and a chance to get ahead.
- A handful of students wrote they were attending because their parents made them (8 responses). On particular comment was, “My mom made me at first. However, I came to enjoy it and I love the motivation and experiences.”
- The last few comments had either because they were nominated, prestige related (5 responses), a family member participated (1 response), and it gave the participant something to do on Saturdays (1 response).

“What do you like most about the Whitney M. YOUNG Scholars Program?”

- Eight students said that they liked the experiences/opportunities provided by the program. Others were more specific on the experience; 9 participants mentioned how they liked either the college visits or learning more about colleges, 15 participants wrote about learning in general, 25 participants mentioned specific items learned or experienced (hands-on, science, experiments, ACT preparation, theater, extra-help, activities, clinics).
- Twenty-three students mentioned people. These included meeting new people, the speakers/guest, teachers, and seeing friends. A couple of comments included: “Seeing my friends I don’t go to school with” and “I like interacting with the other scholars.”
- Twenty-one mentioned the summer institutes.
- Seven participants mentioned they liked the field trips and going different places.
- Five students said they liked it because it was fun.
- Other items included: scholarships (4 participants), breaks (3 participants), everything (2 participants), not sure (3 participants), Shakespeare and the plays (3 participants), snacks (2 participants), not like school, to help, using the computers, talk about sports, 7th grade year, benefits, getting to buy things at the end, and the program is free.

Figure 13: What I Liked Most presents a visual graphic of the most common words used to answer the question “What do you like most about the Whitney M. YOUNG Scholars Program?” The larger the word, the more frequent that word is used.

the students achieve Proficient or Distinguished on the KCCT On-Demand Writing. There was no significant difference on the ACT composite or subsections. *Table 13: Senior WYSP Scholars vs. Control Group* summarizes these results.

Table 13: Senior WYSP Scholars vs. Control Group

	SENIOR WYSP SCHOLARS	CONTROL GROUP
Number of Students Suspended	1	2
Days Absent (Mean)	8.88	9.98
Number of Proficient/Distinguished (KCCT Writing)	24 73%	18 55%

Senior Scholars' Survey Results

In addition to the general survey, the Senior Scholars were given an additional survey. There were 30 seniors that completed this survey. All 30 are planning on attending college this Fall (2010). The following are their responses to a variety of questions regarding college:

- *Table 14: Senior Scholars Planned Majors* is a list of majors that participants were planning on pursuing. There were numerous majors mentioned, but Business, Nursing, and Psychology were the most often listed.
- *Table 15: Senior Scholars College to be Attended (2010)* is a list of the universities and colleges the Senior Scholars are planning on attending this fall. The University of Kentucky was the most popular choice with nearly half of the participants planning on attending there. It is interesting to note that only one student is planning on attending a college/university outside of the state of Kentucky.
- The mean number of college applications that were completed and sent in was 4.87 per scholar with a median of 4. The fewest number submitted was 1 and the most was 15. Most participants (62%) submitted 3 to 5 applications. The schools with more than one applicant were University of Kentucky (25), University of Louisville (14), Eastern Kentucky University (11), Northern Kentucky University (10), Western Kentucky University (9), Murray State University (8), Jefferson Community & Technical College (7), Kentucky State University (6), Bellarmine University (4), Indiana University Southeast (4), Ball State University (3), Georgetown College (3), Clark Atlanta (2), Indiana Southeast University (2), Middle Tennessee State University (2), Spalding University (2), Tennessee State University (2), and Washington University (2). There were 31 other colleges or universities that were applied to once each.
- The mean number of acceptance letters received at the time of the survey was 3.34 per scholar with a median of 3. All scholars had at least one acceptance letter.
- When asked, "what was the most difficult part of the college application process", the most common responses were essays (14 responses), scholarships/application fees (6 responses) and

time/motivation (6 responses). Other responses included narrowing college search, fear of not being accepted, college not having a major, transcripts, and ACT scores.

- The areas identified by the scholars of their college application(s) that need the most improvement were ACT/SAT score (25 responses), High School Grades (5 responses), and none (3 responses).
- When looking at the reason scholars chose which college to attend, the most common reasons were financial/scholarships (10 responses), personal preferences (10 responses), and college visits (4 responses).
- The most common responses on how scholars were planning on paying for college included scholarships (27 responses), grants (15 responses), student loans (10 responses), part-time job (10 responses), parents or family assistance (5 responses), and work-study (2 responses).
- 93% of the senior scholars felt either very prepared or prepared for taking college coursework.

Table 14: Senior Scholars Planned Majors

Accounting	Anthropology & International Relations
Biology (2)	Business/ Business Management(4)
Dental Hygiene	Early childhood education
Elementary Education	Marketing/Accounting
Musical Education, Criminal Justice	Nursing(4)
Pharmacist	Political Science
Pre-Med	Psychology(3)
Psychology & Business	Sociology
Theater and Telecommunications	Zoology
Political Science & Business (Double Major)	Undecided(2)

Table 15: Senior Scholars College to be Attended (2010) – (Number attending in parenthesis)

University of Kentucky (14)	Ball State University
University of Louisville (3)	Eastern Kentucky University
Jefferson community College (3)	Kentucky State University
Murray State University (2)	Spalding University
Northern Kentucky University (2)	Sullivan
	Western Kentucky University

The Senior Scholars were also asked several general questions about the Whitney YOUNG Scholars Program.

- Of the 28 responses 27 said that they would recommend the program to other high school students.
- When asked what they liked most, the most common answers were preparing for college/opportunities (13 responses), the summer programs/institutes/college visits (10 responses), meet friends (4 responses), guest speakers (4 responses), and Saturday workshops (2 responses). Other responses included, interesting sessions, connection with staff and teachers, Science Center, Shakespeare, goal setting, and experiments.
- When asked what they liked least, the most common responses were getting up early/time (11 responses), nothing (5 responses), boring at times (2 responses), Math and Science Program (2 responses), and educational clinics (2 responses). Other responses were Freshman Year and meeting two weeks in a row. One particular quote that stood out was, “the time, but something always interferes with mall and sleep time! However, the program is worth it.”
- Some of the college related activities the participants wanted to see more of were college visits (5 responses), filling out applications as a group with computers and people to help (3 applications), scholarship information (2 responses), and more college representatives especially out-of-state (2 responses). Other responses included community service, practicing essays, free applications, more college tips prior to 12th grade, and more on campus life – not just academics.
- When asked what information they would like to have in the Whitney YOUNG Scholars Program, the top response was more on jobs and careers for after college (5 responses). Three respondents asked for more hands-on activities. Other responses included 9th and 11th grade years “spiced” up a little, classes on attitude and how to act in public, a senior trip, more help with ACT/SAT, real money, more college visits – especially HBCU, leadership opportunities, more college speakers, and CPR class.

Scholar Parents

There were two separate surveys given to parents. One was a New Parent Survey for those parents new to the program and the other was a PRESS activity conducted at a Parent Institute.

New Parent Survey

There were 19 respondents to the New Parent Survey. Two respondents had two Scholars in the program, while all the rest had one Scholar each. The grades of the Scholars of the new parents were 7th (13 Scholars), 8th (3 Scholars), 10th (1 Scholar), 11th (1 Scholar), and 12th (1 Scholar). The survey was primarily completed by the participants' mothers' (63%), with the others being fathers (21%), grandmothers (11%), and guardian/sister (5%). All of those surveyed had completed high school with 58% having some education beyond college, and 31% having a four-year degree or graduate school. Of the 19 respondents, 7 are considering continuing their own education as a result of the Parental Institute. All parents that responded to the clarity of communication marked it as either "somewhat clear" or "very clear." Parents tended to prefer to be communicated with by telephone (14 responses), text message (9 responses), e-mail (9 responses), letter (5 responses), and in-person (2 responses). These parents responded that the best communication with their child would be telephone (9 responses), e-mail (7 responses), Educational Clinic (7 responses), text message (6 responses), and letter (5 responses). Of the 10 parents that answered the question on satisfaction with interactions with Lincoln Foundation Staff, all marked either "somewhat satisfied" or "very satisfied". *Table 16: New Parent Survey Results* reports results regarding their ratings of the Parental Institute and their ratings about their Scholar.

Other survey results include:

- 72% felt "very prepared" or "prepared" that they know the steps needed to take to apply for college,
- 74% felt "unprepared" or "very unprepared" for paying for college,
- 95% marked that they would recommend the WYSP to other middle and high school students (5% marked unsure),
- 47% marked that they would be interested in volunteering for the WYSP, and
- 47% marked that they had visited the Lincoln Foundation website.

Table 16: New Parent Survey Results

	“Strongly Agree” or “Agree” %	“Neutral” %	“Strongly Disagree” or “Disagree” %
The Parental Institute helped improve communication with my child.	61%	33%	6%
The presented topics were appropriate for the Parental Institutes.	77%	22%	0%
I have a better understanding of the banking procedures.	53%	47%	0%
	“Extremely Favorable” or “Somewhat Favorable” %	Neutral %	“Extremely Unfavorable” or “Unfavorable” %
Rate the speakers at the Parental Institute activities.	79%	21%	0%
Rate the Parental Institute activities.	73%	26%	0%
How likely is it that your child will...	“Highly Likely” or “Likely” %		“Very Unlikely” or “Unlikely”
Graduate from high school	100%		0%
Graduate from a 4-year college/university	100%		0%
Attend a post-secondary training program other than college	60%		40%
Pursue a graduate degree (i.e. Masters, Doctorate)	94%		6%

Parent Survey

Fifty-one parents/guardians participated in the PRESS activity survey. Of those that answered 60% were mothers, 32% were fathers, 4% grandparents, and 4% other. When asked their level of education, there were 34% with a four year degree or graduate degree, 38% some college, 14% two year college, and 14% with high school or GED. The parent institute has encouraged approximately 78% of the parents to continue their own education. The main reasons for missing a Parental Institute were the time was inconvenient (35%) or other reason (59%). The overwhelming majority (96%) felt that the communication was very clear (74%) or somewhat clear (22%). The parents preferred to communicate by e-mail (37%), text message (27%), telephone (25%), in-person (8%), or letter (2%). They felt their Scholar would prefer to be communicated with by text message (64%), telephone (12%), e-mail (12%), educational clinic (10%), or letter (2%). When asked the level of satisfaction with the interactions with

the Lincoln Foundation staff, 88% marked either “very satisfied” (76%) or “somewhat satisfied” (12%). *Table 17 Parent Survey Results* reports results regarding their ratings of the Parental Institute and their ratings about their Scholar.

Table 17: Parent Survey Results

	“Strongly Agree” or “Agree” %	“Neutral” %	“Strongly Disagree” or “Disagree” %
The Parental Institute helped improve communication with my child.	62%	30%	8%
The presented topics were appropriate for the Parental Institutes.	80%	8%	12%
I have a better understanding of the banking procedures.	63%	29%	8%
	“Extremely Favorable” or “Somewhat Favorable” %	Neutral %	“Extremely Unfavorable” or “Unfavorable” %
Rate the speakers at the Parental Institute activities.	90%	8%	2%
Rate the Parental Institute activities.	90%	8%	2%
How likely is it that your child will...	“Highly Likely” or “Likely” %		“Very Unlikely” or “Unlikely”
Graduate from high school	100%		0%
Graduate from a 4-year college/university	94%		4%
Attend a post-secondary training program other than college	28%		72%
Pursue a graduate degree (i.e. Masters, Doctorate)	92%		8%

Other parent survey results include;

- 78% attend PTA meetings, parent/teacher conferences or other meetings at their child’s school,
- 92% feel they know the next steps need to help their Scholar apply for college,
- 74% felt either “unprepared” or “very unprepared” for paying for college,
- 98% marked that they would recommend the Whitney YOUNG Scholars Program to parents of other middle or high school students,
- 76% reported being interested in being a volunteer for the Whitney YOUNG Scholars Program, and
- 80% have visited the Lincoln Foundation website.

Outcomes: Target vs. Actual

During 2008-2009, the Lincoln Foundation’s leadership and educational staff developed specific target outcomes to be measured. *Table 18: Target Outcomes vs. Actual Outcomes* lists the target outcome and the actual performance of each group.

Table 18: Target Outcomes vs. Actual Outcomes

Educational Clinics Objectives	Performance Measures/Outcomes	Target	Actual	Summary
(7 th grade) Science – To provide activities for students that will increase their aptitude and test scores in math, science, and technology by 5% as well as increase their understanding and appreciation of science.	7 th grade Scholars will improve test scores by 5% as shown by their post-test.	5%	16%	Exceeded
(8 th grade) Mathematics – To provide activities that will increase Scholars’ mathematical aptitude and prepare Scholars for high school algebra through practical application of mathematical concepts.	8 th grade Scholars will show a 10% increase in math skills on their post-test and display their projects.	10%	13%	Exceeded
(9 th grade) Writing and Language Development – To improve the written expression of students by following the writing process, developing a writing rubric, enhancing computer applications and grammar.	9 th grade Scholars will show a 10% increase in grammar on the post-test.	10%	Writing 15%	Exceeded
			English 2%	Unmet
(10 th grade) Oration and Presentation – To improve knowledge about Shakespeare’s works, with an emphasis on Hamlet and practice using tolerance and conflict strategies, Scholars will develop self-confidence, improve self-esteem and become independent thinkers.	70% of the Scholars will show an increase on the post-test as compared with pre-test on Shakespeare’s work.	70%	79%	Exceeded
(11 th grade) ACT Test – To prepare scholars for the ACT test and to develop job readiness skills for the world of work.	100% of the 11 th graders will take the ACT test.	100%	100%	Met
	70% of the 11 th grade Scholars will score a 20 or higher on the ACT.	70%	29%	Unmet
(12 th grade) College Prep – To introduce senior Scholars and their parents to college admission officers for the purpose of increasing their understanding of the admission, application, scholarship, and financial aid process.	100% of the 12 th grade Scholars will present letters of acceptance to an accredited post-secondary institution and obtain financial assistance and/or scholarships.	100%	100%	Met
	100% of the Scholars will graduate from high school.	100%	100%	Met
Closing – To provide a culminating activity “Auction” for Scholars and to award prizes for perfect attendance and achievements.	80% of the scholars will participate in the closing activity	80%	60%	Unmet
Senior Banquet – To celebrate the completion of the WYSP, Scholar achievements, and presentation of scholarship checks.	90% of the Senior Scholars and 80% of their parents attend a formal banquet to celebrate the completion of the Scholars program.	90%	100%	Met
		80%	100%	
Parental Institute – To help parents/ guardians to become advocates for their Scholars.	100 WYSP parents/ guardians will attend each Parental Institute.	100	92	Unmet
	50% of the total WYSP parents/guardians will complete the annual parent’s survey.	50%	25%	Unmet

Discussion

Summary

The Whitney M. YOUNG Scholars Program® had 224 participants during the 2009-2010 school year. Approximately 71% of the participants, 9th grade or higher, have participated for 3 consecutive years or more. *Table 19: Summary of Indicators by Phase* summarizes the majority of the findings for the 2009-2010 school year.

*Table 19: Summary of Indicators by Phase**

Grade Phase	Program Retention Rate	Program Attendance	# Scholars Suspended	School Absenteeism	Pre-Post Content Test	KCCT Comparisons
12th grade Phase 15	93%	Increased	Decrease (2)	Increased (3.2)	NA	Outperformed District and Control Group in Writing
11th grade Phase 16	97%	No Change	Increase (1)	Increased (1.2)	Increased ACT Scores	Outperformed District in Math and Social Studies, but Lower in Science
10th grade Phase 17	88%	Increased	Decrease (1)	Increased (1.2)	Increased Shakespeare	Outperformed District in Reading
9th grade Phase 18	82%	Increased	Decrease (1)	No Change	Increased Writing	NA
8th grade Phase 19	78%	No Change	Decrease (1)	Increased (.5)	Increased Math	Outperformed District in Reading, Math, Social Studies, and Writing
7th grade Phase 20	NA	72%	0	4.1 days	Increased Science	Outperformed District in Reading, Math, and Science
TOTAL	87%	Increased	Decreased	Increased	*****	*****

**Amended 11/16/2010*

Commendations

The majority of the results reported in this evaluation reflect both positive academic and affective outcomes. Some of the highlights of the 2009-2010 Whitney YOUNG Scholars Program include:

- ▶ Met the majority of academic goals,
- ▶ Parents very satisfied with communication and Parental Institutes,
- ▶ 100% of all Senior Scholars accepted and anticipate attending college,
- ▶ 27 of 28 Senior Scholars would recommend to other high school students,
- ▶ 88.4% of Scholars felt “prepared” or “Very Prepared” for the ACT and/or SAT, and
- ▶ 91% of the Scholars stated that they enjoy learning.

Recommendations

The following recommendations are being made for 2010-2011:

- ▶ Continue working on higher percentage of parental participation and completion of survey,
- ▶ Continue efforts to retain students in 7th through 9th grade,
- ▶ Recruitment of students in schools with higher populations of students deemed “at-risk”, and
- ▶ Follow-up with Scholars that left the program or were dismissed.