

**Next Generation Venture Fund:
Empowering Under-Represented Scholars to reach their
Academic Potential**

Kimberly J. Lohrfink
Johns Hopkins University Center for Talented Youth

Paper Presentation
2006 Annual Conference
Eastern Educational Research Association
February 25, 2006

Next Generation Venture Fund: **Empowering Under-Represented Scholars to reach their** **Academic Potential**

The Next Generation Venture Fund is a scholarship program designed to increase the number of bright minority students who are fully prepared to enter highly selective colleges and universities, and assist them in doing so. The program brings these under-represented children to the highest levels of academic achievement through participation in rigorous summer programs, year-round distance education courses, specialized weekend courses, a mentoring program and year-round academic counseling. The Next Generation Venture Fund (NGVF) is operated by The Johns Hopkins University Center for Talented Youth (CTY) and the Duke University Talent Identification Program (TIP).

CTY, in conjunction with Duke TIP, designed an evaluation model to document the implementation and effectiveness of the Next Generation Venture Fund. This evaluation model was based on the previous research and evaluation of the Goldman Sachs Scholars program, implemented by CTY beginning in 2000, which also targeted highly able under-represented youth. The Next Generation Venture Fund evaluation expanded on the successes of the Goldman Sachs Scholars program to further our understanding of the academic, motivational, and counseling approaches and practices that are needed to prepare and empower gifted under-represented students to reach their academic potential.

Students are selected into the program based on evidence of ability, financial need, and minority status. Students begin the NGVF program in the summer after their 8th grade year and continue in the program until graduation from high school. There are currently 97 tenth graders and 32 ninth graders in the program. Data are collected through student and parent surveys, academic records, teacher evaluations, and pre- and post-testing. These data are then analyzed to determine which components of the program are most beneficial to the academic advancement of the students as evidenced by outcomes such as high level academic achievement throughout high school (e.g., Program participants take more honors and advanced placement courses in high school than a comparison group of non-program participants) and eventual college admissions to selective institutions (Program participants are more likely to apply to, and be accepted by, the most competitive colleges and universities).

The presentation includes a description and discussion of this innovative program, evaluation results and lessons learned. Through this presentation, we hope to provide information that will help teachers, schools, and other groups who work with under-represented gifted students to better meet their needs.

Introduction

In our fast-paced, technologically-based society, it is becoming increasingly necessary for all of our students to excel. It is not enough to simply be an average kid; one must be well above average, at least in some aspect of one's life. However, for those students whose strength lies in the academic realm, it is getting more and more difficult. Many school districts are cutting back on or eliminating their gifted and talented programs in order to focus on bringing the below-average performing students up to the norm. While there is nothing wrong with insuring that all children receive adequate school instruction and that they graduate school with the same basic skills, it is inconceivable that we should ignore the needs of our brightest and most promising youth, who will one day shape this nation.

Gifted and Talented Programs often come under attack as being biased and unfair due to the under-representation of minority and low income students. There has been much debate about the reasons for this discrepancy, with some claiming that the admissions test and procedures are biased, and still others viewing gifted education as another way to re-segregate schools (Gallagher, 2005). Suggestions were made to change the definition of giftedness, to modify the admissions procedures for such programs, or to simply teach gifted students in the regular classroom (Scott, et al., 1997; Robinson, 2003). Changing the standards, however, is not a solution to the problem. Some very able students are simply not as prepared academically as other students (Lynch & Mills, 1990). In addition, under-represented students who do score high enough to qualify for gifted and talented programs might be limited due to financial constraints.

Research has shown that under-represented students can excel in gifted and talented programs when they are given the resources to do so. For minority students who are doing reasonably well in school, it only takes some basic skills reinforcement to increase their standardized tests scores in order to qualify them for gifted and talented programs (Lynch & Mills, 1990; Mills, Jones Stork & Krug, 1992). Tomlinson, Callahan, and Lelli (1997) found that mentorship, family outreach and modifications in the classroom helped several low-income minority students to reach their full potential. Providing academic and social support for these under-represented students can lead to these students outperforming their classmates in both test scores and school attendance (Watt, Powell, & Mendiola, 2000).

CTY-Goldman Sachs Scholars Program

Based on this knowledge, in the summer of 2000, the CTY-Goldman Sachs Scholars Program began an initiative to identify academically talented under-represented youth and support their educational development. A primary goal of this program was to increase the likelihood of these students attending prestigious colleges and universities. The program was designed to bring these under-represented children to the highest levels of academic achievement by providing them with full scholarships for 2 rigorous summer programs, and a mentoring program (NFTE). The CTY-Goldman Sachs Scholars

Program was a partnership between the Goldman Sachs Foundation and the Center for Talented Youth (CTY).

The CTY-Goldman Sachs Scholars program served as a pilot project for the Next Generation Venture Fund Scholars program, and ran for 4 years, with a total of 403 students (102 in cohort 1, 103 in cohort 2, 98 in cohort 3, and 100 in cohort 4). All cohort 1 students were identified from the New York City region. Students in cohorts 2 and 3 were identified from within four geographical areas: New York City, Philadelphia, Los Angeles, and San Francisco. Cohort 4 was selected from the previous areas, with the addition of Boston and Maryland/DC. All students received 2 three-week summer sessions of a CTY class offered on various college campuses across the country. In addition, they received a Business Mentoring program from the National Foundation for Teaching Entrepreneurship (NFTE) for a series of 6 sessions.

The Next Generation Venture Fund Scholar Program

The Next Generation Venture Fund was initiated in 2004 as a means of identifying academically talented under-represented youth and supporting their educational development. The program was designed to bring these under-represented children to the highest levels of academic achievement through participation in rigorous summer programs, year-round distance education courses, specialized weekend courses, and a mentoring program. The Next Generation Venture Fund is operated by The Johns Hopkins University Center for Talented Youth (CTY) and the Duke University Talent Identification Program (TIP).

CTY, in conjunction with Duke TIP, designed an evaluation model to document the implementation and effectiveness of the Next Generation Venture Fund. This evaluation model was based on the previous research and evaluation of the Goldman Sachs Scholars program implemented by CTY beginning in 2000. The Next Generation Venture Fund evaluation expanded on the successes of the Goldman Sachs Scholars program to further our understanding of the benefits and ultimate successes of these underrepresented gifted students.

Students

The first cohort of the Next Generation Venture Fund was selected in the summer of 2004. A total of 94 CTY students were offered the scholarship; 89 accepted. Of these 89, 88 students participated in a summer program in 2004. In addition, Duke TIP selected 10 students, all of whom attended a summer program in 2004.

These students are currently in the middle of their 10th grade year. Academic advisors remain in close contact with students throughout the year, and the researchers at CTY have utilized this close relationship to ensure a greater response rate to research questionnaires. For the first round of surveys, we have achieved a response rate of 100%. In addition, 99% of students have returned questionnaires related to family background and demographics.

The Next Generation Venture Fund
Five Year Schedule of Programs and Activities

8th Grade

- First CTY Summer Session
- Parent Training Workshop

9th Grade

- Individualized Mentoring Education Plan
- Second CTY Summer Session
- Distance Education Course
- Parent Training Workshops (Fall and Spring)
- Business Training through National Foundation for Teaching Entrepreneurship (NFTE) – Saturday program (for NY and LA students)

10th Grade

- Academic Advising
- Optional Third CTY Summer Session
- BizCamp through NFTE (for those students who do not reside in NY or LA)

11th Grade

- Academic Advising
- Leadership and Career Courses
- SAT Preparation Course

12th Grade

- Academic Advising with Focus on College Application

Data Collection

From summer 2004 to fall 2005, information was gathered from parents, students, and the students' instructors. Data gathered included information provided through the CTY application process, responses to questionnaires, and ratings and narrative evaluations of performance during summer programs. This report contains information regarding data that has been collected thus far. This information will be compared against similar information after each year of high school to assess any changes as a result of participation in the CTY Next Generation Venture Fund Scholars program.

Timeline

Summer 2004

- Demographic information from registration forms

September 2004

- Demographic information from Student Biographical Survey
- Family Structure Questionnaire
- Narrative Evaluations from Registration files
- 15-item rating scale from instructors

October 2004

- Student summer program follow-up
- Parent summer program follow-up
- Educational Goals

April 2005

- Educational Follow-up
- Year-end Student Survey
- Year-end Parent Survey

October 2005

- Student summer program follow-up
- Parent summer program follow-up
- Educational Goals
- Narrative Evaluations from Registration files
- 15-item rating scale from instructors

Background information

Demographic Data

Demographic data was obtained from families from registration forms submitted to CTY for selection of summer programs, as well as from Biographical Surveys. Background data included gender, ethnicity, age, birth date, standardized test scores, and summer program information. Family and household information was also collected via a student questionnaire.

Questionnaires

Summer programs follow-up student questionnaire

Following their participation in summer programs, students were given a brief follow-up questionnaire asking about their experiences in summer programs and with the Next Generation Venture Fund Scholars Program to date. This questionnaire was distributed and collected at the Parent training sessions in Fall 2004. The summer programs follow-up questionnaire not only asks about experiences over the summer, but it also has questions pertaining to how the summer programs experience has improved them personally, and academically.

Summer programs follow-up parent questionnaire

As with the student follow-up survey, the parent questionnaire was distributed and collected at the NGVF parent training sessions in Fall 2004. The parent follow-up questionnaire used essentially the same questions as the student survey except that they were reworded to assess the parents' perceptions of their child's experience at CTY.

Educational Goals

At the Parent training sessions, students were also given a questionnaire to determine the importance of such things as completing high school, going to college, and getting a good job after college. This questionnaire also included questions on how much time students spent outside of school hours doing homework and extracurricular activities, how often they talked to various people about college, and the highest degree that the student plans to pursue.

Educational Follow-up

This survey was designed to examine the students' academic goals and achievements. Questions include items that address what honors and AP courses have been taken, academic awards received, and opportunities for leadership. Students were also asked about course acceleration and supplemental coursework. This questionnaire was mailed to the students in April 2005.

Year-end Student Survey

This questionnaire was designed to evaluate the activities that the student participated in during the school year and how valuable these activities were to the student. The students were asked to identify which CTY activities they participated in and how these activities impacted on other aspects of their lives. Students were also asked to rate the overall value of the Next Generation Venture Fund Scholars program.

Year-end Parent Survey

Like the students, parents were asked about the value of various CTY experiences and the overall value of the Next Generation Venture Fund Scholars program.

Summer programs assessments

Summer program narrative evaluations

Each summer, teachers complete narrative evaluations of their students' performance in their course. These narrative evaluations are coded on a 5-point scale, reflecting the balance of positive comments, negative comments, and suggestions for improvement.

Summer program quantitative evaluations

Teachers completed a 15 item quantitative rating scale reflecting the performance of students in their course. Students are rated on topics concerning attitude, effort, completion of assignments, thinking and learning, expression of ideas, class behavior, and creativity and insight.

Pre-post testing

Several instructors were contacted before summer programs and asked to participate in pre-post testing. Instructors developed a quantitative measure of their choosing to measure the amount learned by students in the course. Courses with Next Generation Venture Fund Scholars were pulled aside to assess if there is a difference between Next Generation Venture Fund Scholars and other students.

Summary of Results of Pilot Program (Goldman Sachs Scholars)

High School Education

The success of the CTY-Goldman Sachs Scholars program can be measured in a variety of ways. One such way is to gauge their educational progress through high school; even after they are no longer an active participant in the CTY-Goldman Sachs Scholars program. It is believed that the students' rigorous two years of supplemental educational experiences will give them the necessary knowledge, skills, and abilities to excel throughout their high school career.

In order to assess the achievements of past CTY-Goldman Sachs Scholars, current 11th and 12th graders are mailed the high school education follow-up questionnaire. This questionnaire deals with students' experiences including accelerated coursework, honors course work, Advanced Placement courses, test scores, and the possibility of early admission to college.

In March of 2005, 174 past CTY-Goldman Sachs Scholars were mailed the high school education follow-up questionnaire. In order to increase response rates to the questionnaire, students were offered a ten dollar gift certificate to Barnes and Noble if they completed and returned the questionnaire. 48 students returned the questionnaire.

In order to assess how well CTY-Goldman Sachs Scholars are performing during high school, they were measured against a comparable group of students. For this study, a comparison group was obtained through CTY talent search records. Students that qualified for CTY summer programs but chose not to attend were selected for the control group. In order to maximize return rates, the high school education follow-up questionnaire was mailed to 225 non-Goldman Sachs Scholars. 44 students returned the questionnaire.

Summary

Survey responses

	11 th Grade	12 th Grade
CTY-Goldman Sachs Scholars (N= 48)	24	24
Control Group (N = 44)	17	27

CTY-Goldman Sachs Scholars

Please list information for each grade, including your current grade, if applicable	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	No	Yes	No	Yes	No	Yes	No	Yes
Have you taken any Honors courses?	54%	46%	46%	54%	42%	58%	46%	54%
Have you received any academic awards or honors?	71%	* 29%	58%	42%	56%	* 44%	42%	58%
Are you, or have you been involved in any academic clubs?	71%	29%	69%	31%	58%	42%	58%	42%
Are you, or have you been involved in Student Government or any other leadership role?	83%	17%	72%	28%	60%	40%	50%	50%
Are you, or have you taken any Advanced Placement Courses?	92%	8%	69%	* 31%	21%	* 79%	12%	88%

Comparison Group

Please list information for each grade, including your current grade, if applicable	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	No	Yes	No	Yes	No	Yes	No	Yes
Have you taken any Honors courses?	43%	57%	30%	70%	36%	64%	59%	41%
Have you received any academic awards or honors?	36%	* 64%	41%	59%	36%	* 64%	26%	74%
Are you, or have you been involved in any academic clubs?	61%	39%	54%	46%	46%	54%	58%	42%
Are you, or have you been involved in Student Government or any other leadership role?	86%	14%	77%	23%	64%	36%	62%	38%
Are you, or have you taken any Advanced Placement Courses?	100%	0%	91%	* 9%	43%	* 57%	30%	70%

* Denotes areas where a significant difference was found between CTY-Goldman Sachs Scholars and the comparison group students.

Goldman Sachs scholars report that they are just as likely to take honors classes and participate in clubs and leadership opportunities as a comparable control group. When compared to the control group, past CTY-Goldman Sachs Scholars are demonstrating stronger academic achievements, in terms of advanced placement classes, throughout their high school careers. Approximately 77% of Goldman Sachs students have taken at least one honors course and at least 90% have taken an Advanced Placement course. Although both Goldman Sachs scholars and controls enrolled in honors classes at each grade level, Goldman Sachs scholars enrolled in a greater number of honors (M=3.1) and AP (M=2.5) courses across the four years of high school than did their non-Goldman Sachs counterparts (M = 2.2 and 1.8, respectively). Students are also demonstrating a positive trend in their involvement in leadership roles in their schools. Many of past CTY-Goldman Sachs Scholars have also received an award for their academic work (75%).

Goldman Sachs students were just as likely as controls to be members of the National Honors Society. When asked about their college plans, 100% of students in both groups report that they plan to attend college after high school.

Students were next asked whether or not they had been accelerated in either coursework or grade level. CTY-Goldman Sachs Scholars were more than twice as likely to report subject/grade acceleration as the control group.

Have you been accelerated in any subject(s) or grade(s)	No	Yes
CTY-Goldman Sachs Scholars	60%	40%
Control Group	82%	18%

CTY-Goldman Sachs Scholars report significantly more participation in supplemental academic coursework than control students.

Have you participated in any supplemental academic coursework outside of your regular school courses?	No	Yes
CTY-Goldman Sachs Scholars	42%	58%
Control Group	68%	32%

College Plans

Another way to evaluate the successes of the Goldman Sachs Scholars program is to track past CTY-Goldman Sachs Scholars into their college years. Therefore, past Goldman Sachs scholars that were of the age to have entered college in the Fall of 2005 were contacted to learn about their current and future plans. 86 college aged students were each mailed a survey containing several brief questions about their college attendance. 24 completed and returned the surveys.

All of the 24 students who responded had been accepted and were planning to attend college in the Fall 2005. Students were asked what college or university they were attending. Schools were scored using the ranking in Barron's Profiles of American Colleges. Barron's places schools into categories based on their acceptance criteria. Areas taken into consideration include: acceptance rate, average test scores needed for admission, student-faculty ratio, and the percentage of in-state versus out-of-state admissions. Each reported college was issued a numerical score based on the following scale as found in Barron's:

Non Competitive	Less Competitive	Competitive	Very Competitive	Highly Competitive	Most Competitive
1	2	3	4	5	6

Of the 24 students, 66.7% were attending schools ranked as either Highly or Most Competitive. Only 12.5% (N=3) were attending schools ranked only as competitive. The mean rating of schools attended by CTY-Goldman Sachs scholars was 5.08. In addition, GS scholars were compared to a comparable control group (N=27). Only 48.1% of control students were accepted and planned to attend colleges ranked as either highly or most competitive. 33.3% of the controls were planning to attend schools ranked only as competitive or less. The mean rating of schools attended by students in the control group was only 4.22, significantly lower than that of the Goldman Sachs scholars, $F=5.10$, $p=.028$.

Students were also asked the primary reason for selecting the particular school that they were attending. Of the 24 students who responded to this question, 62.5% chose colleges and universities based mainly on academic reputation, either overall or in their chosen field. 12.5% selected their school based on the overall sense of community, while only 8% of Goldman Sachs scholars stated that location of the school was their primary reason for selection. In addition, 8% chose schools based primarily on financial aid packages or scholarships received.

Below is a list of the schools chosen and the reasons given for that choice.

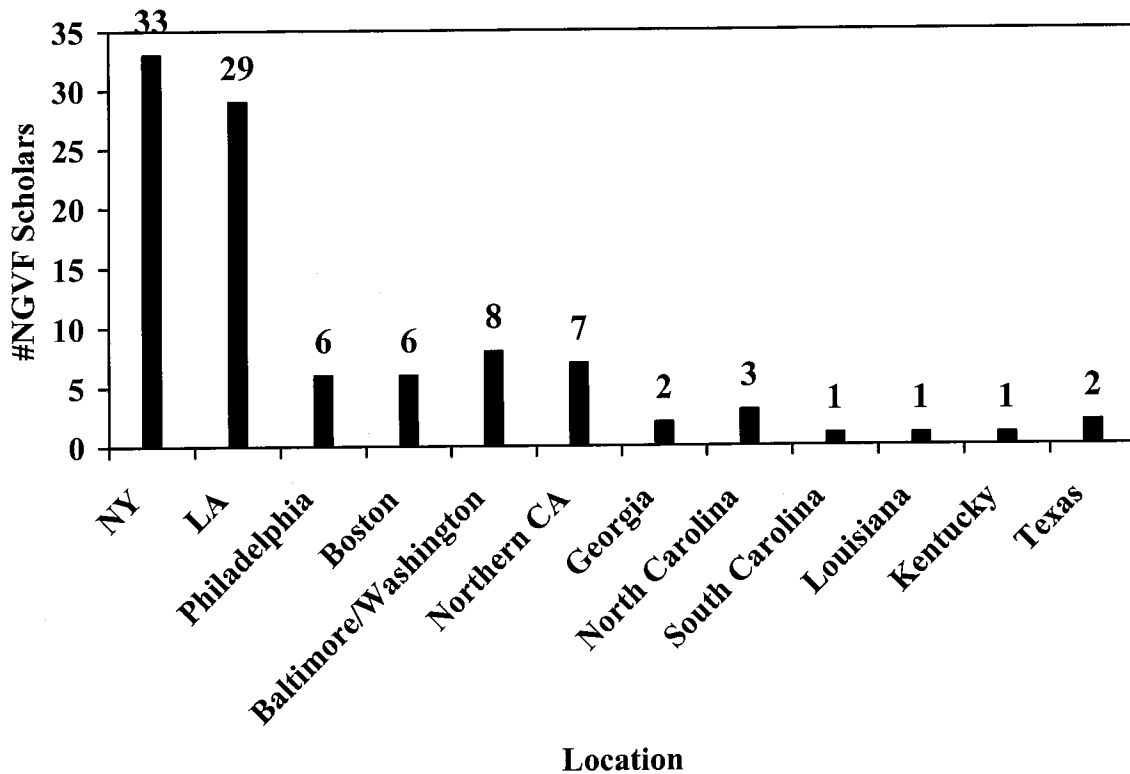
College or University	Number of Scholars Attending	Reasons given for Selection
Brown University	1	Accepted into 8 year program in liberal medical education
California State – Los Angeles	1	Environment and Music Programs
Drexel University	1	Great reputation for computer studies
Duke University	2	Excellent academics, medical & science programs, great school spirit and diversity; academic excellence and located in the south
Fordham University	1	Received soccer scholarship, mother's alma mater, location
Georgetown University	1	Great academics/location
Harvard University	1	Good academics, sports program, location
Haverford College	1	Small, good living conditions, excellent academics, really friendly people, good scholarship offer
Long Beach State University	1	Close to home
Morgan State University	1	Received full scholarship plus room & board & laptop
New Jersey Institute of Technology	1	Good computer school
New York University	1	Excellent preparation for med. school
Princeton University	1	Courses, location, study abroad, majors, minors, etc.
St. John's College in Annapolis, Maryland	1	I chose this school because it reminded me of CTY
University of California – Berkeley	1	Not accepted at JHU
University of Notre Dame	1	Academic excellence, plus an unparalleled sense of community and addresses both the spiritual and intellectual aspects of a person.
University of Pennsylvania	1	It was a good match
University of Southern California	1	Strong academics and reputation
Wellesley College	1	Very good liberal arts school; small and supportive
Xavier University at Louisiana	1	Want to leave California
Yale	3	Top school; amazing community; academics are stellar

Description of Results of NGVF Scholars Program

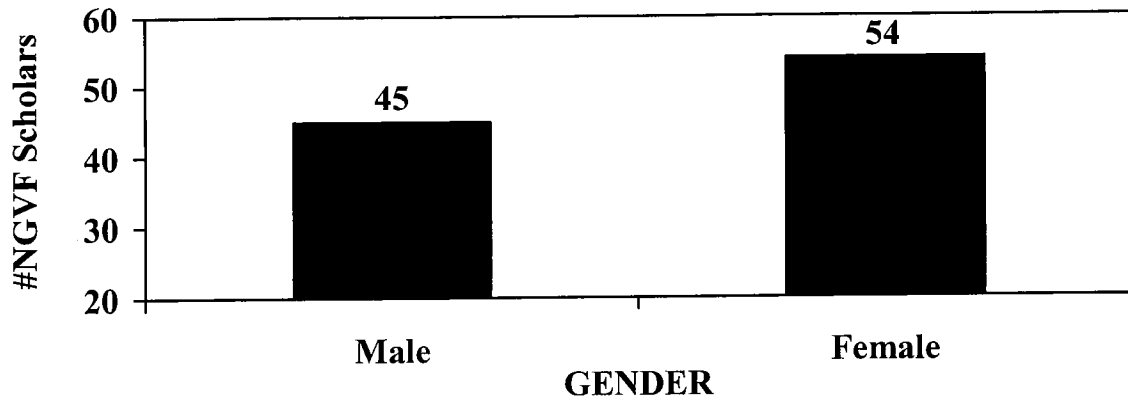
Demographics

For the summer of 2004, 99 students were identified as Next Generation Venture Fund Scholars. All students were in the 8th grade, and began 9th grade in September 2004. The majority of Next Generation Venture Fund students reside in the New York City or Los Angeles areas. However, there were also small groups of students in Philadelphia, Boston, Baltimore/Washington D.C., northern California, Georgia, North Carolina, and Texas. There are also individual students living in South Carolina, Louisiana, and Kentucky. There were more females (54) than males (45). Students' reported race/ethnicity was very diverse with the majority classifying themselves as "Latino" or "African American".

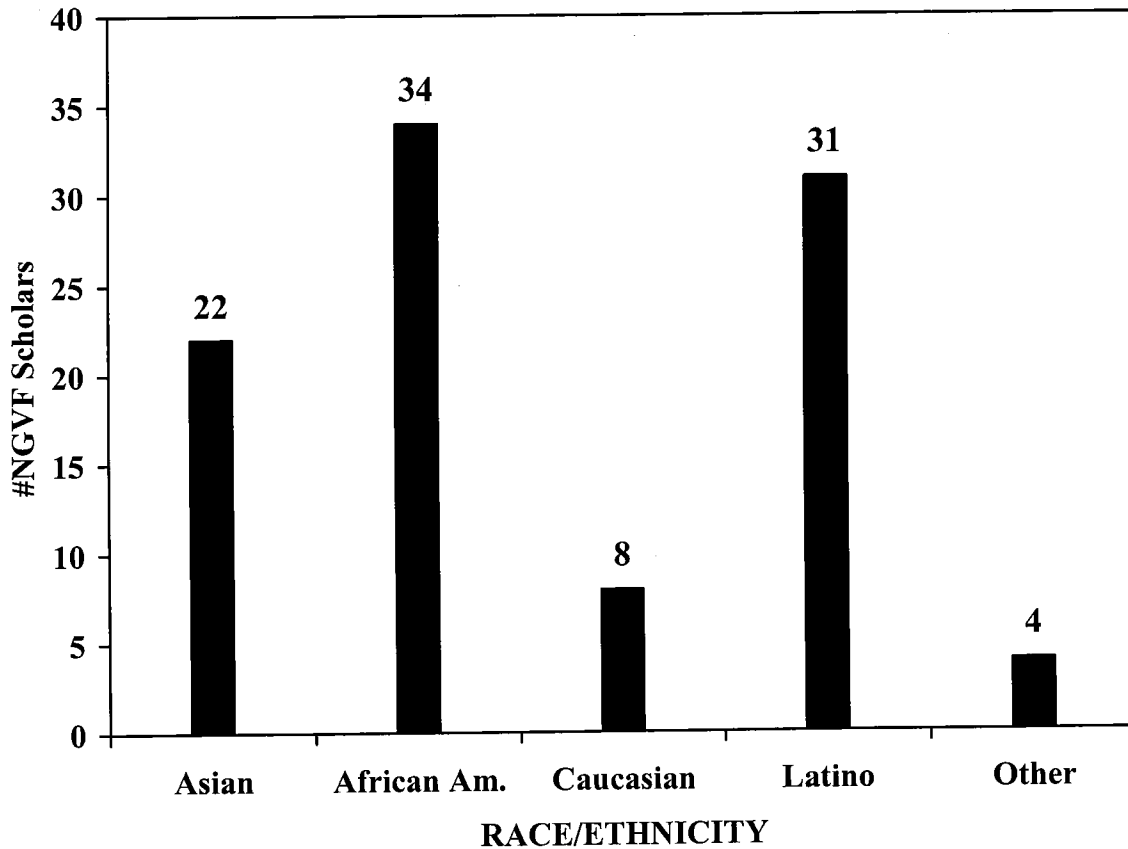
LOCATION OF NEXT GENERATION VENTURE FUND SCHOLARS



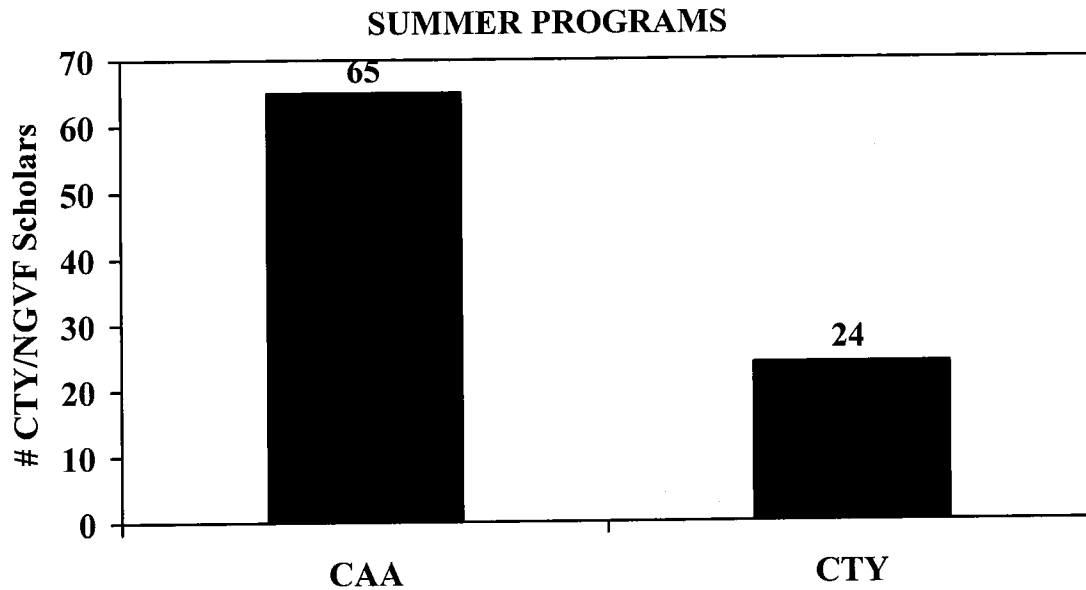
GENDER OF NEXT GENERATION VENTURE FUND SCHOLARS



RACE/ETHNICITY OF NEXT GENERATION VENTURE FUND SCHOLARS



All 89 CTY/Next Generation Venture Fund Scholars qualified for summer programs with 65 in CAA courses and 24 in CTY courses. Duke TIP has only one level of qualification, and all 10 Duke TIP/NGVF students qualified for programs.

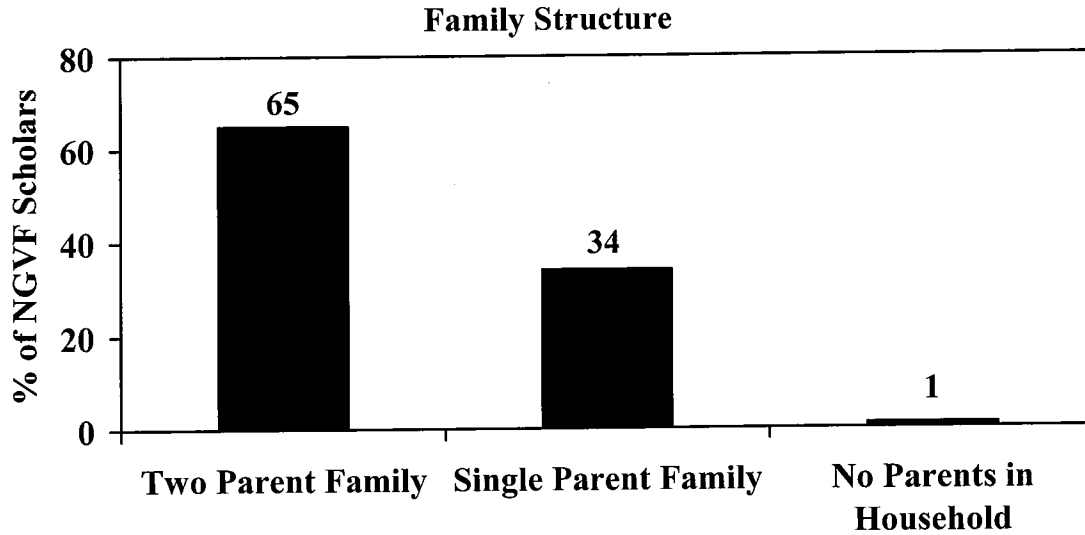


All students qualified for the Next Generation Venture Fund Scholarship program based on their SAT scores. The mean math and verbal SAT scores are as follows:

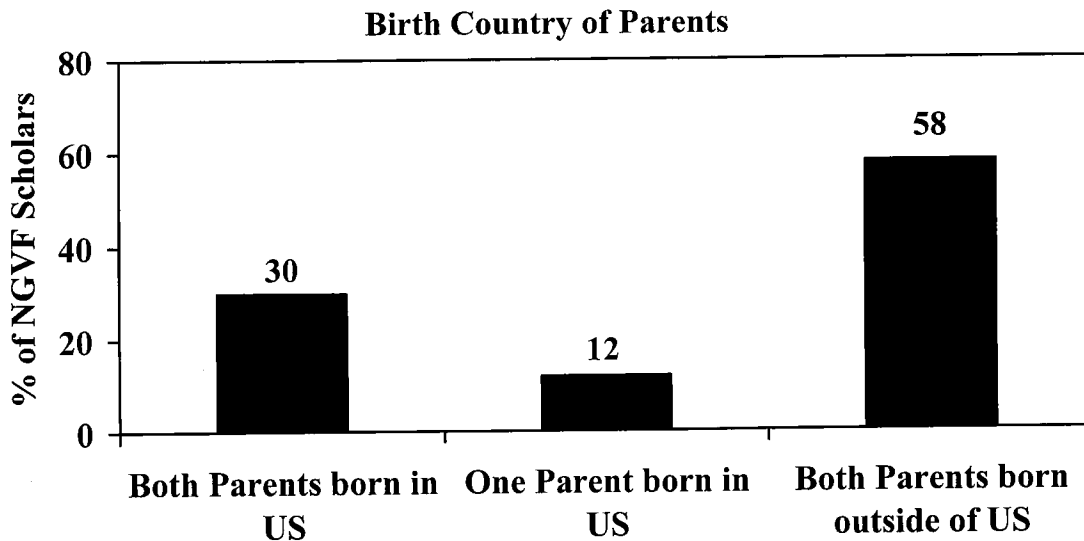
	SAT math	SAT verbal
Next Generation Venture Fund Scholars	511.3 (94.5)	457.4 (87.8)

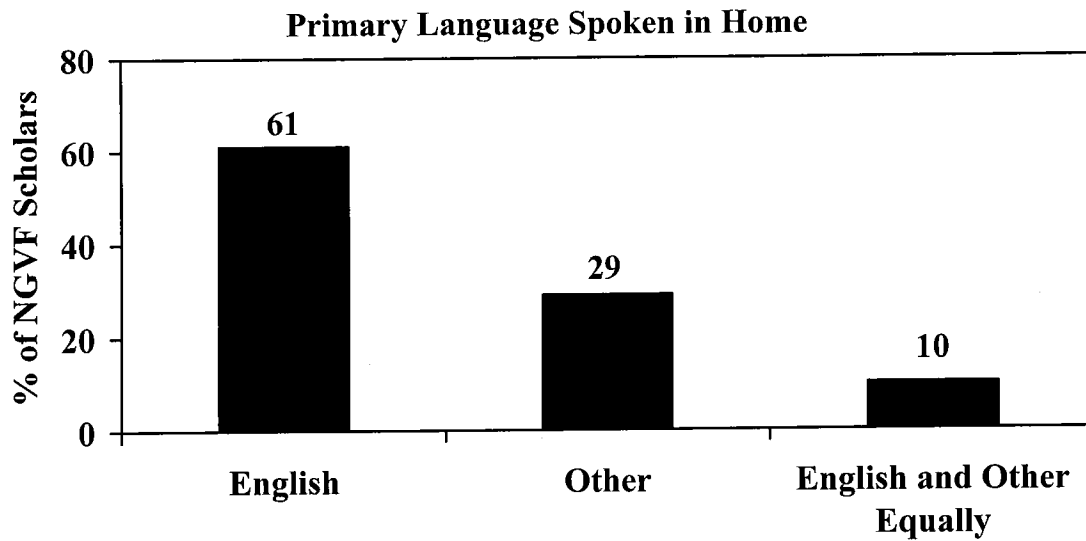
Family and Household Information

64 (65%) of the Next Generation Venture Fund Scholars live in two-parent households, while 33 (34%) live with only one parent. One scholar lives with just her grandparents.



The majority (58%) of NGVF scholars come from families where both parents were born outside of the United States. English is the primary language spoken in the majority of NGVF Scholars' home (61%), but a language other than English is the primary language spoken by 28 (29%) NGVF households.





NGVF scholars were asked information about everyone who lived in the household. In addition, scholars were asked to indicate any relatives that had attended college. These questions were asked to determine who was influencing the NGVF scholars, both personally and academically.

26% of NGVF scholars are Only Children, while 12% had three or more siblings. 27% live in households with 5 or more people. 47% of the scholars reported that they had no relatives that had attended college.

How Did NGVF Scholars Perform in Summer Programs?

CTY Summer Programs Quantitative Evaluations

Selected summer programs instructors were given a 15 item questionnaire to rate each student in their class. Next Generation Venture Fund Scholars were measured against other students in their classes.

Students were rated using the following scale:

Strongly Agree Agree Undecided Disagree Strongly Disagree
 5 4 3 2 1

Year 1 (2004)

This Student:	Next Generation Venture Fund Scholars	Classmates
Had a positive attitude	4.00	4.14
Completed assignment on time	3.97	4.03
Gave his/her best effort	3.89	3.97
Understood complex material	3.94	4.03
Learned new material quickly	3.82	4.00
Solved problems well	3.89	4.02
Demonstrated critical analysis / thinking skills	3.86	4.05
Scored well on tests	4.00	3.79
Expressed ideas well orally	3.80	3.92
Expressed ideas well in writing	3.87	3.86
Worked well independently	3.98	4.10
Worked well in groups	3.87	3.91
Showed intellectual curiosity	3.81	4.06
Was creative	3.97	4.01
Came up with original insights in assignments and discussions	3.74	3.92

Means were compared using one-way ANOVA. No scores were found to be significantly different.

Year 2(2005)

This Student:	Next Generation Venture Fund Scholars	Classmates
Had a positive attitude	4.09	4.22
Completed assignment on time	3.89	4.15
Gave his/her best effort	3.85	3.97
Understood complex material	3.79	4.04
Learned new material quickly	3.76	3.98
Solved problems well	3.82*	4.09*
Demonstrated critical analysis / thinking skills	3.86	4.08
Scored well on tests	3.70	3.93
Expressed ideas well orally	3.80	3.95
Expressed ideas well in writing	3.98	4.08
Worked well independently	4.17	4.18
Worked well in groups	3.89	4.05
Showed intellectual curiosity	3.86	4.09
Was creative	3.95	4.12
Came up with original insights in assignments and discussions	3.86	3.98

Means were compared using one-way ANOVA. Scores marked with and * were found to be significantly different.

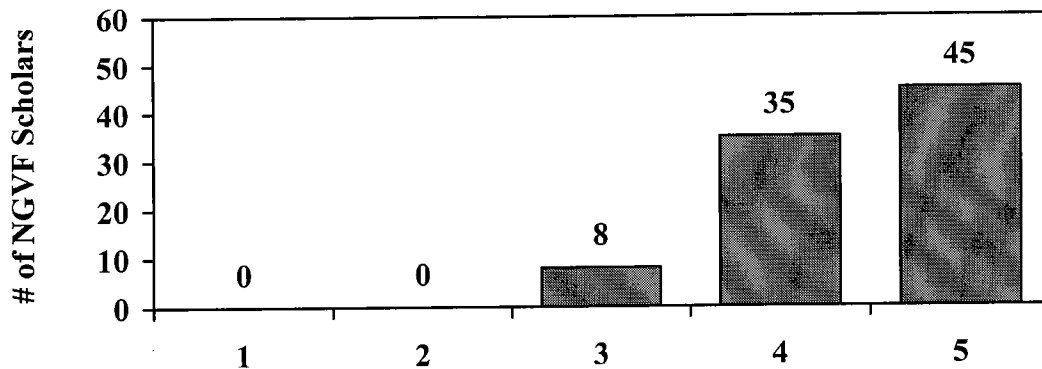
CTY Summer Program Teachers' Narrative Evaluations of Students

At the completion of each three week course, instructors write a narrative evaluation of each student's performance. These evaluations are then coded on a 5 point scale. The rating scale is as follows:

- 1- significant negative comments or criticism; no positive
- 2- mostly negative or more negative than positive
- 3- mix of positive, negative, and neutral comments
- 4- mostly positive; either no weaknesses mentioned (but does not meet criteria for exemplary) or minor weaknesses with highly positive tone
- 5- describes performance as exemplary (e.g., excellent, outstanding, superb) and no weakness or difficulty mentioned.

The mean rating for Next Generation Venture Fund Scholars was 4.42 (sd=.66). The ratings of student evaluations were as follows:

SUMMER PROGRAMS NARRATIVE EVALUATIONS



Ratings of Next Generation Venture Fund narrative evaluations were not significantly different from a comparison group of students who were not designated as Next Generation Venture Fund Scholars. The comparison groups mean rating was 4.58 (sd=.64).

Summer Program Achievement Gains

Each summer, a group of CTY courses are selected for pre-post achievement testing to determine students' entering knowledge and their achievement gains. In the summer of 2004, 17 Next Generation Venture Fund Scholars were in these selected courses and their achievement gains were compared to the average gain for the class as a whole.

- The average achievement gain for the Next Generation Venture Fund Scholars was 28.2 points compared to the overall average gain of 30.8 points for other students.
- Nine out of 17 (53%) of the Next Generation Venture Fund Scholars had achievement gains that either matched or exceeded the average gain for their course.

What Did Scholars and Parents Say About Their Summer Experience?

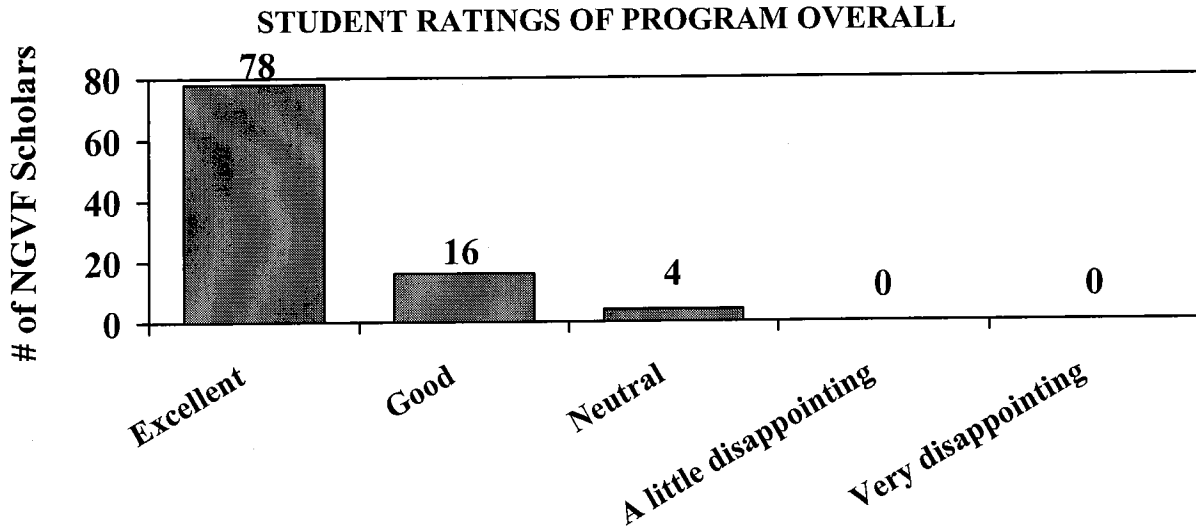
Summer Program Student Follow-up Questionnaire

The summer programs follow-up questionnaire is given to students as a way to evaluate the successes of the summer programs experience. Presented here is the data collected from the NGVF students after the 2004 summer programs.

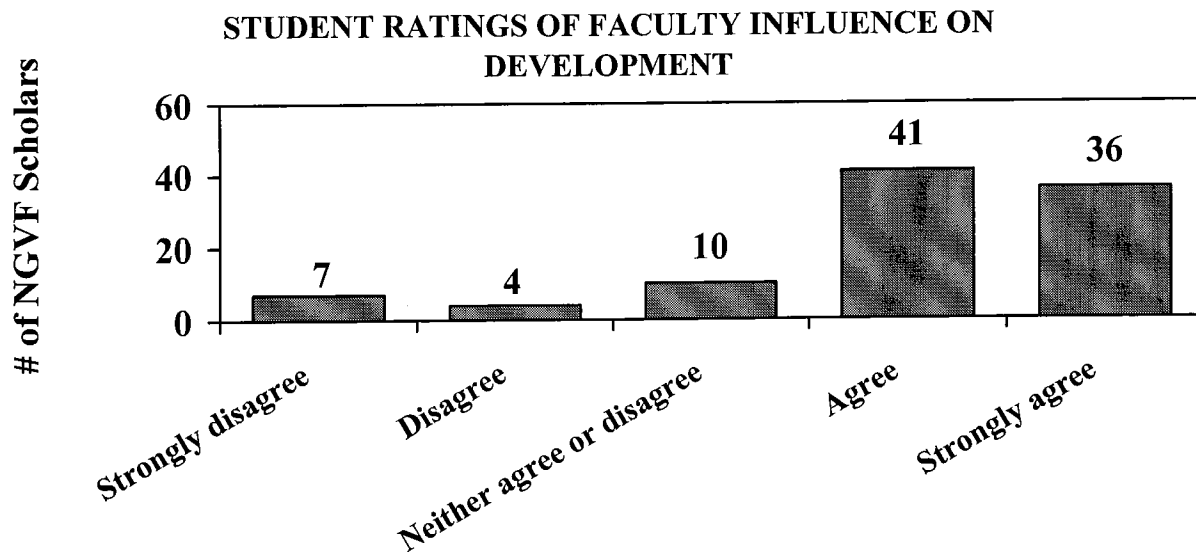
Students were asked to comment on several possible ways they benefited from their summer program experiences. 61% of students rated the statement “exposed me to quality instruction not available in my school” as very true. Students also highly valued their social interactions. 84% of students rated “allowed me to become friends with other bright students” and 80% rated “Gave me the opportunity to meet other students from diverse backgrounds” as being very true. Some of the lower rated statements were “improved my time management skills” and “improved my study skills”.

My experience last summer in CTY summer programs...	Very true	Mostly true	Somewhat true	A little true	Not at all true
Was a rigorous and challenging learning experience	50%	33%	13%	3%	1%
Allowed me to become friends with other bright students	84%	13%	1%	0%	2%
Gave me a "taste" of the college experience	49%	38%	10%	2%	1%
Helped me to gain maturity and independence	47%	35%	13%	5%	0%
Improved my thinking skills	52%	35%	11%	1%	1%
Helped me set higher academic goals	52%	29%	8%	8%	3%
Improved my study skills	30%	42%	18%	6%	4%
Improved my time management skills	30%	41%	17%	4%	8%
Helped me see more possibilities for my future	59%	27%	7%	6%	1%
Helped me to become more open minded	54%	29%	10%	5%	2%
Exposed me to quality instruction not available in my school	61%	22%	11%	1%	4%
Gave me the opportunity to meet other students from diverse backgrounds	80%	15%	2%	2%	1%

Overall, students rated their summer programs experience very highly. 96% of students gave their experience at summer programs a positive rating. 0% gave a negative rating.



Students were also questioned as to whether at least one faculty or staff person at CTY had a strong positive influence on their intellectual or personal development. 79% of students agreed with this statement.



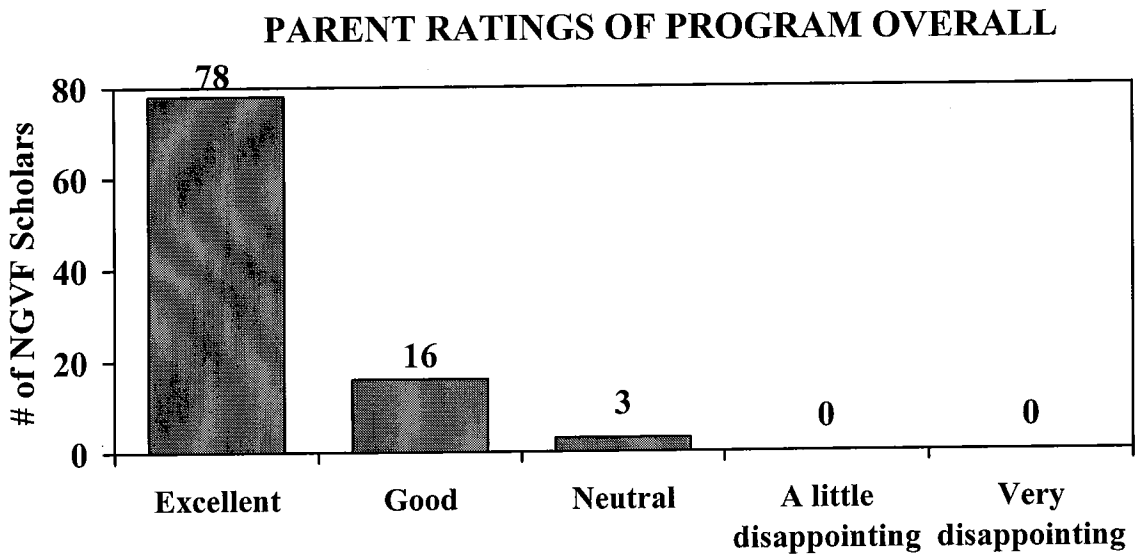
Summer Program Parent Follow-up Questionnaire

The parent summer programs follow-up questionnaire is given to parents as a way to evaluate the successes of their child's summer programs experience. Presented here is the data collected from parents of NGVF scholars after the 2004 summer programs.

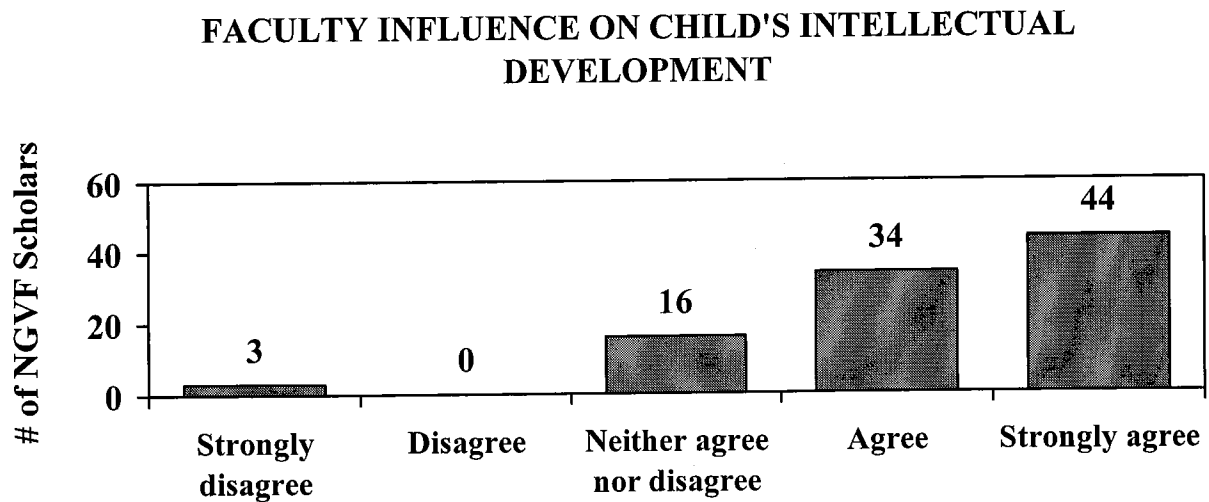
Just as the students ranked their social interactions as high on their summer follow-up questionnaire, so did their parents. 75% of parents said that it was "very true" that their child's experience in CTY "allowed him/her to develop friendships with other bright students", and 72% said that it was "very true" that their child was exposed to others from diverse backgrounds. Also rated at the top was "helped prepare him/her for college by living on a college campus" (75%). Overall, parents rated their child's experience very positively across the board.

My child's experience last summer in CTY summer programs...	Very true	Mostly true	Somewhat true	A little true	Not at all true
Exposed him/her to rigorous and challenging courses	64%	28%	7%	1%	0%
Allowed him/her to develop friendships with other bright students	75%	21%	2%	0%	2%
Helped prepare him/her for college by living on a college campus	75%	20%	4%	1%	0%
Helped him/her gain maturity and independence	68%	27%	5%	0%	0%
Improved his/her time management and study skills	39%	31%	27%	1%	2%
Improved his/her study skills	43%	39%	18%	1%	0%
Improved his/her thinking skills	57%	38%	5%	0%	0%
Helped him/her set higher academic goals	63%	30%	7%	0%	0%
Helped him/her see more possibilities for the future	68%	27%	4%	0%	1%
Exposed him/her to others from diverse backgrounds	72%	24%	4%	0%	0%
Helped him/her become more open minded	64%	22%	14%	0%	0%
Exposed him/her to quality instruction not available in his/her school	68%	20%	9%	3%	0%

Overall, 97% of parents rated CTY Summer Programs as "excellent" or "good."



Parents were also questioned as to whether at least one faculty or staff person at CTY had a strong positive influence on their child's intellectual development. 81% of parents agreed with this statement.



Educational Goals

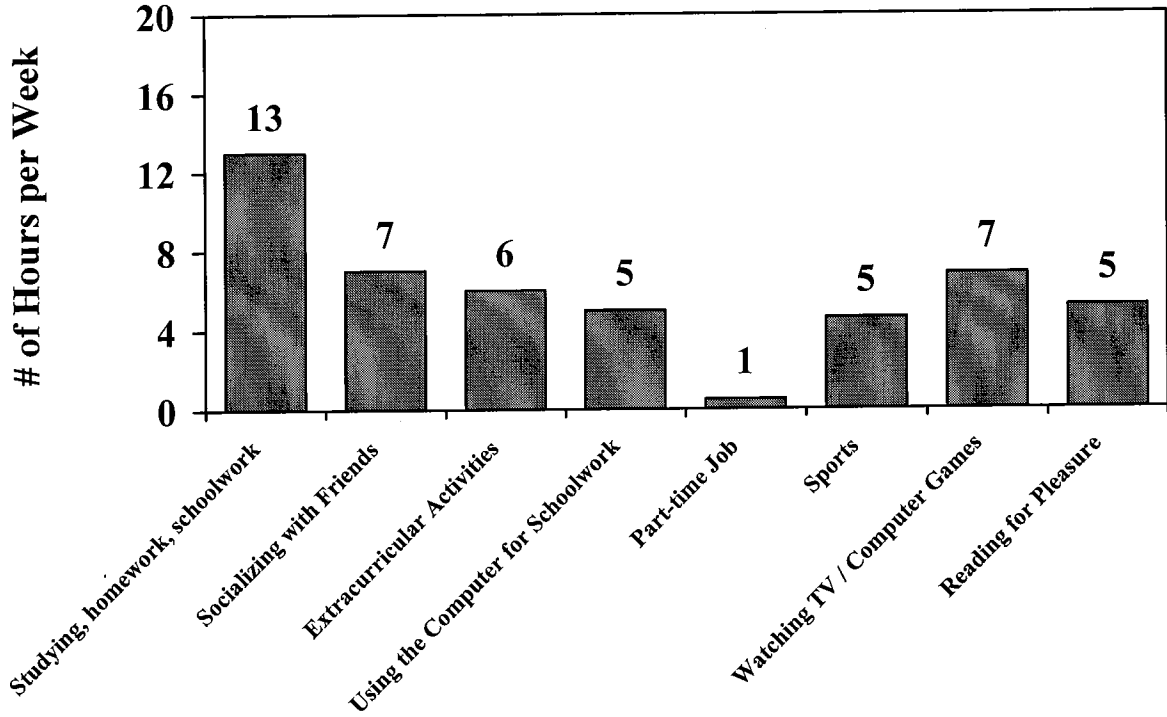
Students were asked how important it is to achieve the following goals. Responses were rated on a 5-point scale, ranging from “Not at all Important” to “Extremely Important”. For all students it was “very important” to “extremely important” to complete high school, go to college and to graduate from college. In addition, almost all students thought it was at least moderately important to go to the best college, get a good job after college, and attend graduate or professional school.

	Not at all Important	Slightly Important	Moderately Important	Very Important	Extremely Important
Complete high school	0%	0%	0%	2%	98%
Go to college	0%	0%	0%	6%	94%
Go to the best college	0%	1%	7%	35%	57%
Graduate from college	0%	0%	0%	7%	93%
Get a good job after college	0%	0%	2%	13%	85%
Attend graduate or professional school	0%	1%	12%	27%	60%

Achieving their goals

In order to achieve their high goals, Next Generation Venture Fund scholars work hard in both academic and extracurricular activities. Here is how these scholars allocate their time:

**Mean Number of Hours per Week NGVF scholars
spend on Various Activities**



Students were also surveyed regarding how often they spoke to others about their college plans. Since these students were in 9th grade when first surveyed, many of them had not yet spoken to anyone at their school regarding college. However, the majority of them had spoken to parents and friends about college, and 70% reported that they “think about their plans for college” often.

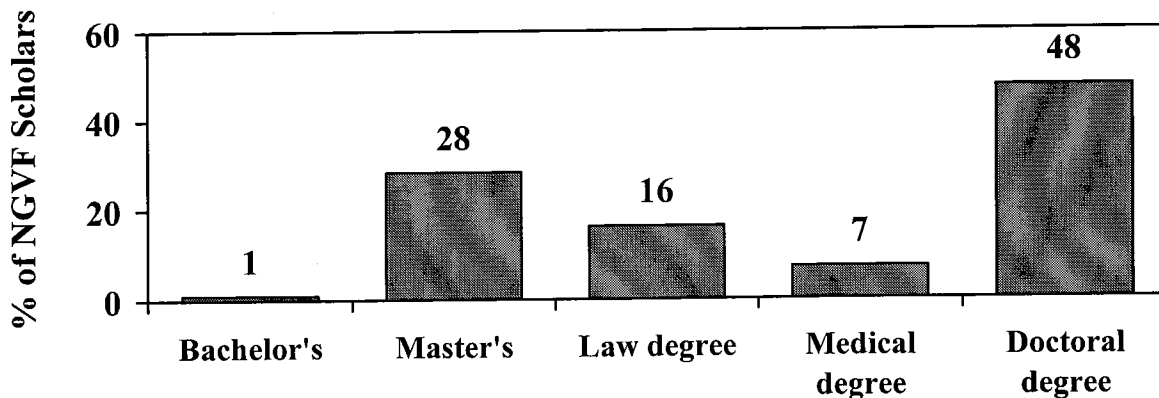
How often do you . . .	Never	Seldom	Sometimes	Often
Talk with a guidance counselor about college	35%	38%	22%	4%
Talk with a teacher about college	19%	36%	36%	8%
Talk with your parents about college	2%	9%	38%	51%
Talk with your friends about college	7%	20%	46%	27%
Think about your plans for college	0%	6%	24%	70%

Students often select colleges based on a variety of criteria. In order to determine which criteria are most important to the NGVF scholars, they were asked to rate several criteria on a 4-point scale, with 1 = "Not at all important" and 4 = "Highest Priority". In keeping with the goal of the Next Generation Venture Fund program to prepare scholars for admission to highly selective colleges, the majority of students (66%) declared that Academic reputation is their highest priority when selecting a college. Amount of financial aid received and diversity of the student body were other important factors.

When selecting a college to attend, how important is . . . ?	Not at all Important	Somewhat Important	Very Important	Highest Priority
Geographic Location	13%	50%	35%	2%
Size	14%	50%	32%	4%
Academic Reputation	0%	4%	30%	66%
Diversity of student body	6%	34%	46%	14%
Amount of financial aid received	0%	11%	46%	43%

Finally, students were asked about the highest degree that they planned to pursue. 99% of NGVF students reported that they plan to pursue a degree beyond their Bachelor's.

Highest Degree NGVF students plan to pursue



What Did Scholars and Parents Say About Their First Year in the NGVF Program?

Student Year-end Questionnaire

The year-end questionnaire is given to students as a way to evaluate the successes of the entire Next Generation Venture fund experience. Presented here is the data collected from the NGVF students after their first full year in the program.

Students were asked to evaluate the value of various aspects of the program. Percentages are based on those students who had completed that particular component.

How valuable was your experience with . . .	Not at all	Slightly	Moderately	Very	Extremely
Distance Education	0%	10%	24%	24%	41%
Weekend Conferences	0%	3%	8%	50%	40%
Academic Counseling / Advising	3%	12%	25%	39%	21%
Mentoring by NFTE	0%	3%	11%	30%	56%
Mentoring (not through NFTE)	0%	14%	50%	14%	23%
College Advising	0%	20%	20%	27%	33%

Students were then asked to rate how helpful their academic counselor and other mentors were with their academic endeavors.

How much did your counselor help with the following?	Not at all	Some	A moderate amount	A lot	It was invaluable
Planning your high school program	11%	28%	23%	23%	16%
Test preparation	37%	16%	30%	10%	7%
Planning for college	25%	22%	24%	19%	10%

How much did your mentoring experience help with the following?	Not at all	Some	A moderate amount	A lot	It was invaluable
Planning your high school program	9%	28%	25%	27%	11%
Test preparation	35%	22%	21%	17%	6%
Planning for college	21%	22%	24%	24%	10%

Students were also asked two open-ended questions regarding the Next Generation Venture Fund program. First, they were asked what they considered to be the most valuable aspect of the program. 38% of the students claimed that NFTE was the most valuable, 20% stated that academic advising was most helpful, and 19% claimed that attending CTY / TIP summer programs was the most valuable aspect. Students also reported that meeting other gifted students (8%) and experiencing advanced academic opportunities (6%) was most valuable. Next, students were asked for suggestions on how the Next Generation Venture Fund program could be improved. 41% of the students claimed that they would make no changes to the program. 21% of the students reported that they wanted increased contact with their academic advisor.

Parent Year-end Questionnaire

The year-end questionnaire was also given to parents as a way for them to evaluate the successes of their child's Next Generation Venture fund experience. Presented here is the data collected from parents of the NGVF students after their first full year in the program.

Parents were asked to evaluate the value of various aspects of the program. Percentages are based on those students who had completed that particular component.

How valuable was your child's experience with ..	Not at all	Slightly	Moderately	Very	Extremely
Distance Education	0%	8%	27%	46%	19%
Weekend Conferences	6%	0%	6%	34%	54%
Academic Counseling / Advising	6%	10%	19%	36%	28%
Mentoring by NFTE	4%	2%	11%	19%	65%
Mentoring (not through NFTE)	14%	14%	36%	18%	18%
College Advising	11%	11%	11%	22%	44%

Parents were then asked to rate how helpful their child's academic counselor and other mentors were with their child's academic endeavors.

How much did your child's counselor help with the following?	Not at all	Some	A moderate amount	A lot	It was invaluable
Planning your high school program	16%	18%	29%	23%	15%
Test preparation	46%	12%	27%	9%	6%
Planning for college	39%	9%	23%	17%	12%

How much did your child's mentoring experience help with the following?	Not at all	Some	A moderate amount	A lot	It was invaluable
Planning your high school program	11%	21%	24%	31%	14%
Test preparation	34%	27%	10%	19%	10%
Planning for college	34%	15%	21%	15%	16%

Parents were also asked two open-ended questions regarding the Next Generation Venture Fund program. First, they were asked what they regarded as the most valuable aspect of the program. 24% reported that the opportunity for their child to attend CTY / TIP summer programs was the most valuable aspect. In addition, 18% of the parents claimed that NFTE was the most valuable, 18% stated that academic advising was most helpful, and 13% the advanced academic opportunities were the most important for their child. Parents (11%) also reported that NGVF expanded their child's horizons and made him/her more open-minded. Next, parents were asked for suggestions on how the Next Generation Venture Fund program could be improved. Overall, parents are very pleased with the program. 39% of the parents claimed that they would make no changes to the program. 28% of the parents would like increased contact with their child's academic advisor.

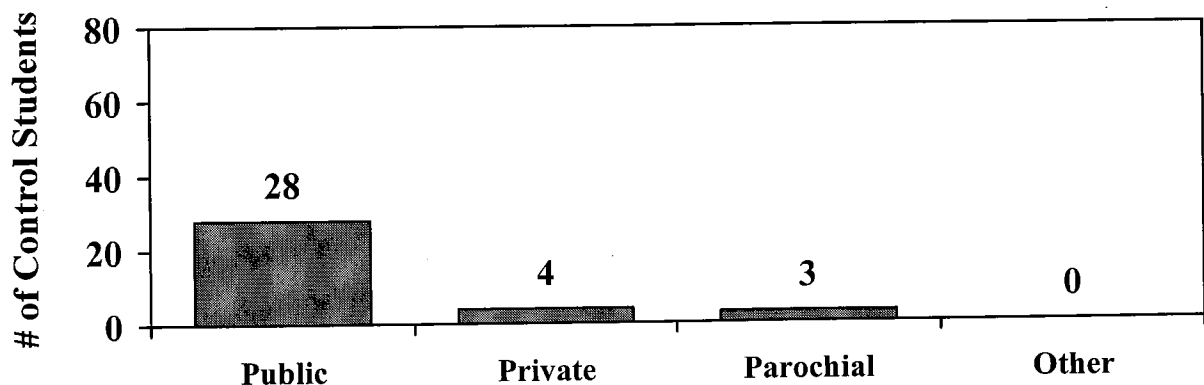
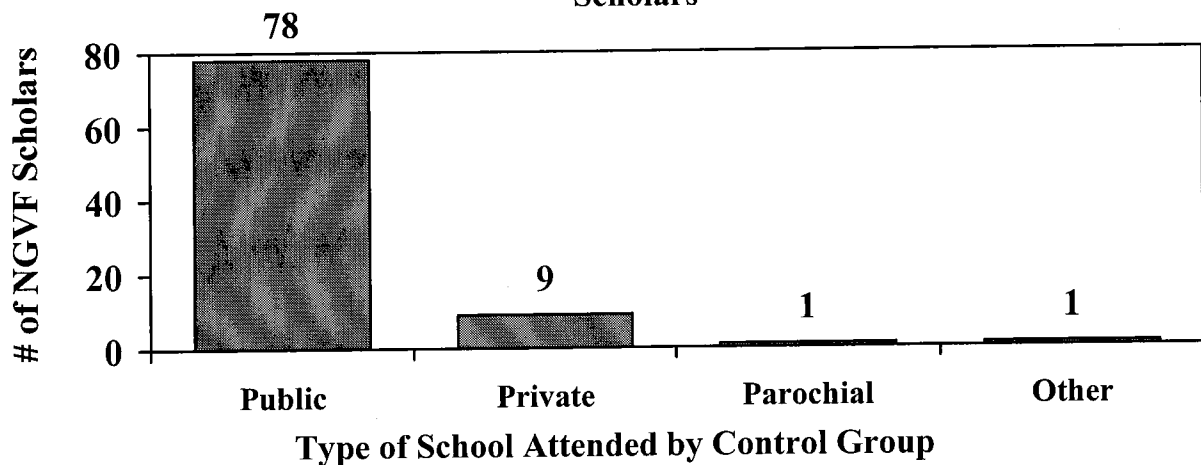
Educational Follow-up

Since a main goal of the Next Generation Venture Fund scholarship is to prepare students for entry into highly selective colleges, we are interested in what the students are doing on their own and in their schools to prepare for their future education. In the Spring of 2005, Next Generation Venture Fund scholars were asked to complete a survey regarding their high school coursework and other activities. 89 students (90%) completed and returned this survey.

In order to assess how well Next Generation Venture Fund Scholars are performing during high school, they were measured against a comparable group of students. For this study, a comparison group was obtained through CTY talent search records. Students that qualified for CTY summer programs but chose not to attend were selected for the control group. In order to maximize return rates, the high school education follow-up questionnaire was mailed to 100 non-NGVF Scholars. 35 students returned the questionnaire.

The majority of both NGVF scholars and the control group attended public high schools in 9th grade. However, a few from each group attended private or parochial schools.

Type of School Attended by Next Generation Venture Fund Scholars



High School Courses and Activities

The average number of honors classes taken by Next Generation Venture Fund was higher, although not significantly, than the number taken by the control group. In addition, there were no significant differences between the NGVF students and controls with regard to number of academic awards, academic clubs, leadership activities, number of AP courses, or number of AP exams taken in 9th grade.

Average number of . . .	NGVF students	Control Group
Honors classes	.93	.89
Academic awards or honors	.50	.66
Academic clubs	.55	.54
Leadership activities	.20	.35
Advanced Placement courses	.12	.11
Advanced Placement exams	.02	.06

9 NGVF scholars and 7 control group students reported membership in the National Honors Society.

Are you a member of the National Honors Society?	No	Yes
NGVF scholars	80	9
Control Group	28	7

26 NGVF scholars reported having been accelerated in a course at school, while only 16 members of the control group reported acceleration.

Have you been accelerated in any course?	No	Yes
NGVF scholars	64	26
Control Group	19	16

34 NGVF scholars reported that they have participated in supplemental academic coursework, as compared to only 11 students in the control group.

Have you participated in any supplemental academic coursework outside your regular school courses?	No	Yes
NGVF scholars	53	34
Control Group	24	11

Conclusion

It is clear from the preliminary results of the Next Generation Venture Fund Scholars program that these under-represented students are doing as well, if not better, than their gifted and talented peers. Both students and parents report that the program is beneficial, and many of these students have been accelerated in the regular school courses and are also taking supplemental academic coursework. Students also reported that the NFTE (National Foundation of Teaching Entrepreneurship) component and the academic advising from their NGVF counselor were most valuable. These students are definitely on the road to success.

Based on results from the Goldman Sachs scholars program, we know that, when compared to the control group, past CTY-Goldman Sachs Scholars are demonstrating stronger academic achievements, in terms of advanced placement classes, throughout their high school careers. These students are also demonstrating a positive trend in their involvement in leadership roles in their schools. Many of past CTY-Goldman Sachs Scholars have also received an award for their academic work.

The ultimate goal of both the pilot project and the Next Generation Venture Fund program is to prepare under-represented students for admission to highly selective colleges. As can be seen from the results obtained from the original Goldman Sachs scholars who are now of college age, the program is successful. Almost all of these students are enrolled in a college program, and the majority of students are attending prestigious universities such as Harvard, Yale, and Princeton. 66.7% are attending schools ranked as either Highly or Most Competitive, as compared to only 48.1% of the control group. The mean rating of schools attended by students in the control group was significantly lower than that of the Goldman Sachs scholars.

Therefore, we can confidently say that the Goldman Sachs Scholars Program and the Next Generation Venture Fund Scholars Program are making a large impact on the lives of these under-represented students. Giving these students the appropriate resources enables them to be competitive in the college admissions process and to reach their full academic potential.

References

- Gallagher, J.J. (2005). The role of race in gifted education. Roeper Review, 27(3), 135-135.
- Lynch, S.J. & Mills, C.J. (1990). The Skills Reinforcement Project (SRP): An academic program for high potential minority youth. Journal for the Education of the Gifted, 13(4), 364-379.
- Mills, C.J., Jones Stork, E., & Krug, D. (1992). Recognition and development of academic talent in educationally disadvantaged students. Exceptionality, 3, 165-180.
- Robinson, N.M. (2003). Two wrongs do not make a right: Sacrificing the needs of gifted students does not solve society's unsolved problems. Journal for the Education of the Gifted, 26(4), 251-273.
- Scott, M.S., Deuel, L. S., Jean-Francois, B., & Urbano, R.C. (1996). Identifying cognitively gifted ethnic minority children. Gifted Child Quarterly, 40(3), 147-153.
- Tomlinson, C.A., Callahan, C.M. & Lelli, K.M. (1997). Challenging expectations: Case studies of high-potential, culturally diverse young children. Gifted Child Quarterly, 41(2), 5-17.
- Watt, K.M., Powell, C.A., & Mendiola, I.D. (2004). Implications of one comprehensive school reform model for secondary school students underrepresented in higher education. Journal of Education for Students Placed at Risk, 9(3), 241-259.