

Carson Scholar Alumni (1996 - 2011) An Assessment of Value

Submitted by:

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INTRODUCTION

The Carson Scholars Fund is a national organization with two key initiatives: the Carson Scholars Initiative and the Ben Carson Reading Rooms Project. The Carson Scholars Initiative recognizes academic excellence in young students (4th–11th grade) who also have humanitarian qualities. As stated on the Carson Scholars Fund’s website (www.carsonscholars.org): *“The Carson Scholars Fund, Inc., was founded in 1994 to address the education crisis in the United States. When world-renowned Johns Hopkins Pediatric Neurosurgeon, Benjamin S. Carson, M.D. and his wife, Candy, read a research study about education in the United States, they were alarmed by the findings. The study showed that our nation’s students ranked #21 out of 22 countries, next to the bottom of the list in science and math.”* Ben Carson Reading Rooms Project, the second initiative, is designed to support a love of reading in schools located in predominantly low-income neighborhoods.

Formative Evaluation Research Associates (FERA), an independent evaluation group based in Ann Arbor, Michigan, was selected through a national “Request For Proposals” (RFP) process to conduct an evaluation of the Fund over a ten-year time-frame. Funding for the evaluation was provided by the W. K. Kellogg Foundation. This report presents findings from an evaluation of the Carson Scholar Fund’s national Carson Scholar Initiative. A separate report presents the findings from an evaluation study focused on the Ben Carson Reading Rooms Project.

The remaining sections of this report include: 1) background information about how the Carson Scholars Initiative is implemented across the country and their theory of change (a visual depiction of how the Fund’s activities and hoped-for outcomes connect); 2) evaluation design overview (including the evaluation purposes, questions, and methods); 3) an overview of the growth in number of Carson Scholars, high school and college graduation rates for all scholars and demographic information for survey respondents; 4) a discussion of outcomes; 5) feedback that the Carson Scholars Fund can use to strengthen the Initiative; and 6) conclusions.

BACKGROUND

History and Mission

The Carson Scholars Fund is a non-profit organization founded in 1994 by Johns Hopkins pediatric neurosurgeon, Dr. Benjamin Carson and his wife, Candy. It is one of a number

of programs that recognize excellence in scholarship around the country. What makes the Carson Scholars Fund different is the age of the recipients. Students in 4th–11th grades are eligible to be nominated by their schools to apply to be a Carson Scholar. The Carson Scholars Funds' mission is to:

“... impact the nation in a positive way by cultivating future leaders who are not only intellectually talented but also socially conscious.”

One important element of the Carson Scholars Fund is the concept of “THINK BIG.” THINK BIG is Dr. Ben Carson’s philosophy that promotes outstanding academic achievement and dedication to helping others. Children, students, and adults have all found that when they THINK BIG, they are on their way to achieving their goals.” <http://carsonscholars.org/dr-ben-carson/think-big>

Becoming a Carson Scholar

Students in grades four through eleven are nominated by their schools to participate in a competitive selection process that requires them to complete an application and write an essay. Any elementary, middle or high school in the U.S.A. can nominate a student to be a Carson Scholar. Scholarship funds and parts of the selection process vary by school. For example, some schools have established their own endowments while others raise local funds. Some funders select the school they wish to support while in other situations schools proactively raise the monies for their specific school. At the national level the Carson Scholars Fund also has a pool of money they use for scholarships. Schools with their own scholarship resources nominate three students. From this group of three, one student is guaranteed to be selected through the national selection process. Other schools’ nominees are included in a national pool of potential scholars. Each year the winners are chosen by a panel of impartial judges comprised of teachers and educators using a standard set of criteria.

First-time Carson Scholars receive recognition at one of the regional banquets held annually. While the Carson Scholars Initiative is not a scholarship program, scholars do receive a \$1,000 scholarship to be applied toward their college education. Their scholarship is invested and earns interest, which students also receive when they are ready to use the monies for college. Scholars also receive a certificate and a medal, similar to an Olympic medal, which they can wear around their necks or display to remind them of their achievements. Scholars are also recognized at their school. Schools have found different ways to recognize Carson Scholars; e.g.,

at an assembly or announced to the entire school. Schools with one or more Carson Scholars receive a large trophy that has the names of Carson Scholars engraved on it to display in the school.

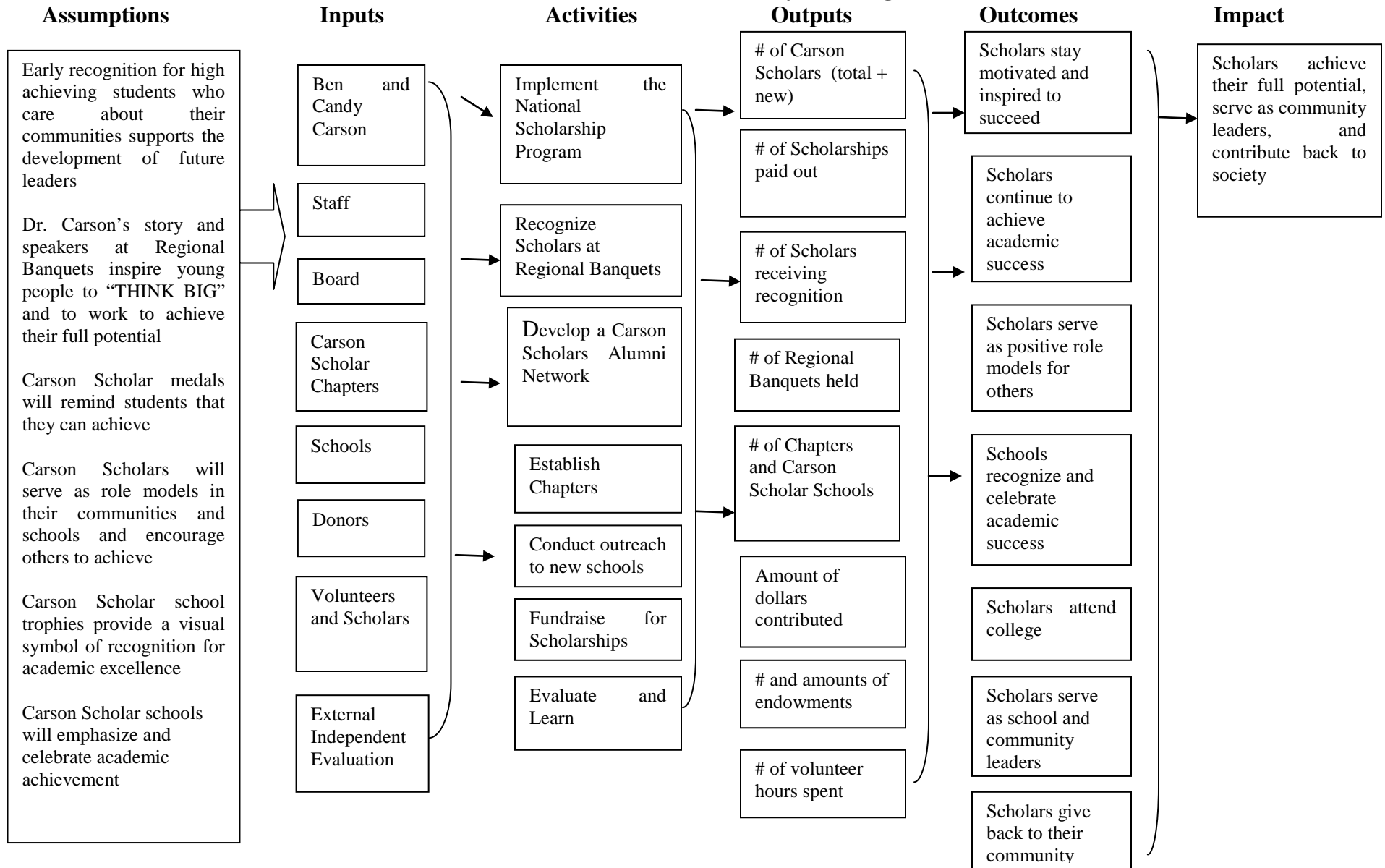
Originally, Scholars could be awarded additional Carson scholarships in subsequent years. As of 2010, Scholars can only receive a scholarship once. Now they can receive recognition if they have continued to achieve academic success as evidenced by their grades. These Scholars receive a recognition pin to attach to their medal, a certificate, a nameplate to add to their school's trophy, and an invitation to an awards banquet.

Theory of Change

The Fund's Theory of Change is that providing early recognition for high-achieving students who care about their communities motivates students to succeed and supports the development of future leaders. It is also intended to contribute to a school culture where academic achievement is viewed by students as important.

While elementary, middle, and high school athletes receive medals, trophies, and banquets in honor and recognition of their achievements, often no similar recognition is given to academically successful students, especially at the elementary and middle school levels. This has changed in schools with Carson Scholars. Carson Scholar trophies now share a prominent place alongside those awarded for athletic success (See Figure 1 for the Fund's Theory of Change).

Figure 1
Carson Scholars Fund Theory of Change



EVALUATION DESIGN OVERVIEW

This section provides an overview of the purposes of the evaluation, key questions and data collection methods. The overarching evaluation design includes surveying Carson Scholars in Year II, V, and X of the evaluation. Case studies of two schools in Year III will provide a deeper understanding of how having a Carson Scholar affects the Scholar's classroom and school.

FERA conducted a two-day evaluation design visit to the Carson Scholars Fund in October 2010. The visit included: 1) background interviews with Carson Scholars Fund staff; 2) a review of existing documents and data; 3) a visit to a Reading Room; 4) a conversation with the Carson Scholar's Fund Executive Committee about what they hoped to learn from the evaluation and how they anticipated using the information; and 5) a structured 3-hour evaluation design workshop with Carson Fund staff, board members, educators and other key stakeholders. The evaluation design workshop clarified evaluation purposes. Participants in the evaluation design workshop: a) discussed and prioritized evaluation types; b) developed and prioritized evaluation questions; c) identified outcomes for Carson Scholars and for the Reading Rooms; and d) identified reporting audiences, characteristics and other reporting advice. Based on the design site visit, FERA developed an evaluation plan to guide our work over a ten-year period.

Purposes

The key purposes of the Carson Scholars evaluation in Year 's I and II are to:

- 1) Document the Carson Scholars Fund Theory of Change
- 2) Conduct a baseline assessment of the value for alumni of being a Carson Scholar
- 3) Provide feedback that can be used to strengthen the Initiative¹

Types of Evaluation

During the evaluation design process, stakeholders identified outcomes and formative as this study's most important types of evaluation. The five types of evaluation discussed were: 1) needs/asset assessments; 2) program monitoring; 3) formative evaluation; 4) context evaluation; and 5) outcomes-focused evaluation.

- ◆ **Outcome evaluations** measure the extent to which the program's stated goals and objectives were achieved and determines any unintended consequences of the

¹ This feedback is not reported in this document.

program and whether these were positive or negative. Outcomes can be viewed as short-term or longer-term. Outcome evaluations are important in making major decisions about program continuation, expansion, reduction and funding.

- ◆ **Formative evaluations** provide information for program improvement, modification, documentation and management. The intent is to strengthen the program by providing feedback on its implementation, progress and success. This is useful for all programs, but is especially appropriate for the CSF since they want to expand to reach every school in the country. It is important to strengthen the program model and its implementation processes *before* taking it to scale. This type of evaluation describes the program in sufficient detail so that others may adapt it to their own situations.²

Evaluation Questions

Evaluation questions were developed collaboratively by participants in the evaluation design workshop and FERA. The questions to be addressed in this report are:

1. What is the Carson Scholars Fund Theory of Change?
2. What are the outcomes for Carson Scholars? How long do the effects of being a Carson Scholar last?
3. What are the Carson Scholars Fund strengths and challenges (both internal operations and programs)?
4. How can CSF strengthen the Carson Scholars Initiative?

In subsequent years FERA will answer additional evaluation questions such as:

- ◆ “What is the impact of a Carson Scholar on a classroom and a school?”

Methods

FERA used several methods to gather data on the Carson Scholars Fund during the first two years of the evaluation. The first two methods listed are described in more detail below.

FERA:

- ◆ Conducted an online survey of Carson Scholar alumni.
- ◆ Collected and analyzed available college attendance and graduation data for alumni who were old enough to have graduated from both high school and college.
- ◆ Attended two regional Carson Scholars Fund scholar recognition banquets (Baltimore, MD and Battle Creek, MI).
- ◆ Conducted a survey of recent Carson Scholars still in elementary school, middle

² Based on materials originally developed by the Evaluation Research Society and adapted by the Skillman Foundation, *A Guide to Evaluation for Skillman Foundation Grantees, Detroit, Michigan*. W.K. Kellogg Foundation, Program Evaluation Manual (Battle Creek, MI: The W.K. Kellogg Foundation, 1989).

school, and high school with a 51% response rate (1,240 out of 2,413). While a few highlights from this survey are presented in this report most of the results are not documented here.

- ◆ Background interviews with Carson Scholars Fund staff, analysis of Carson Scholars Fund Scholar data, and review of relevant documents.

FERA will gather additional data on Carson Scholars over the remaining eight years of the evaluation. In year three, FERA will conduct a case study of a Carson Scholar school to answer the question “What is the impact of a Carson Scholar on a classroom and a school?” In years five and ten, Carson Scholars will be surveyed again.

Carson Scholars Alumni Survey

FERA implemented an online survey with alumni in February/March of 2011. A total of 343 out of 906 alumni responded for a solid response rate of 38%. This response rate is high given that most of the alumni had not been contacted by the Carson Scholars Fund since they received their scholarship monies. Indeed, the Fund no longer had contact information for many alumni. Facebook and other Internet search strategies were used to reconnect with these alumni and to obtain their contact information. This process resulted in an expansion of the network of active Carson Scholars Fund alumni.

The Carson Scholars Alumni survey: 1) assessed short- and longer-term outcomes for Carson Scholar alumni; 2) documented Carson Scholars’ achievements and involvement in leadership activities, volunteerism and giving; and 3) asked alumni for their feedback on the Initiative. FERA created a data summary of the survey with descriptive statistics including frequencies, percents, and means (see Appendix A for a shortened version of the data summary that condenses the verbatim responses).

College attendance and graduation analysis

Carson Scholar college attendance and graduation-related data were obtained for alumni who have been out of high school for six years or more from the National Student Clearing House Research Center’s *StudentTracker*, a national data base of student data that is used to verify student status and for research purposes. *StudentTracker* is a nationwide, central repository of information on the enrollment status and educational achievements of both current and former postsecondary students. As of 1/1/2010, *StudentTracker* tracked 92% of the collegiate enrollment within the United States and included 80% of the college degree granting

institutions within the United States. FERA analyzed these data rates for 100% of the alumni with high school graduation dates from May 1996 to May 2005 (n=345). This provided a six-year window or more for students to complete their bachelor's degrees.³

Study Limitations

Any evaluation is shaped by both conceptual and practical limitations. It is also shaped by the questions it explores, the resources available to implement it, the methods used to collect and analyze information, and the data available on which to base findings. For example, this study cannot answer the question, "Did recognition as a Carson Scholar, including the receipt of a scholarship, cause specific outcomes?" It can however, document the value of being a Carson Scholar to alumni and can describe many of scholars' achievements after graduating from high school.

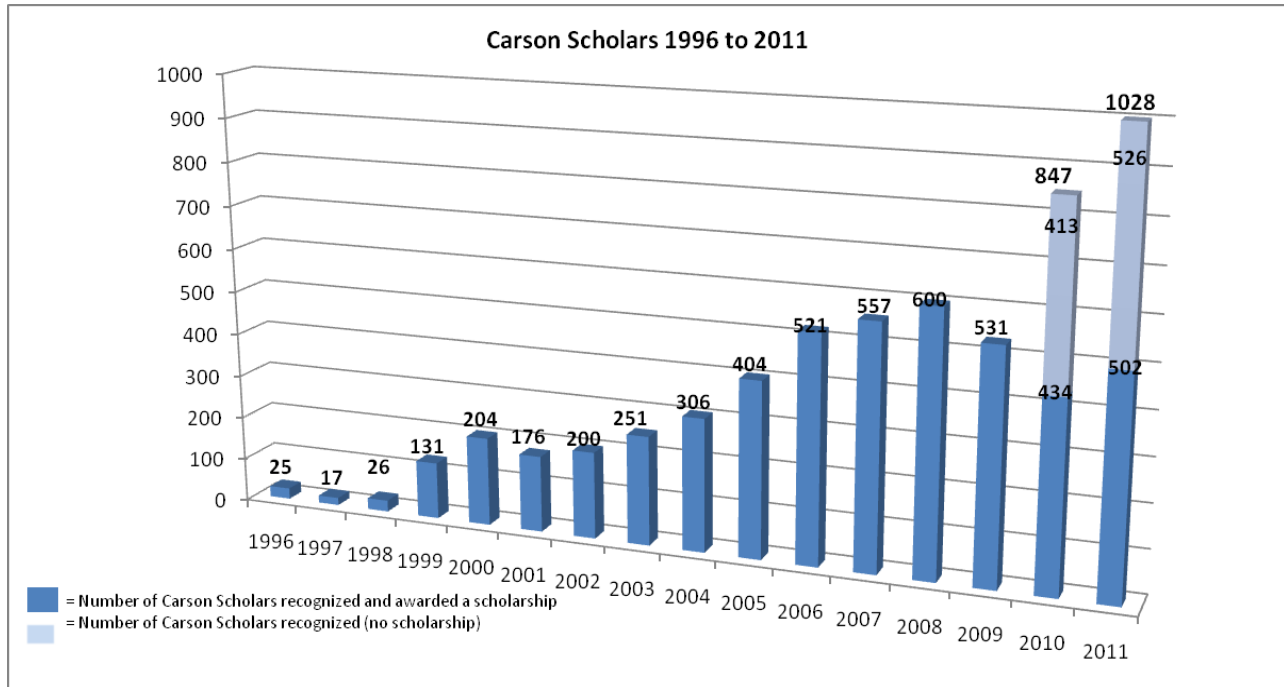
AN OVERVIEW OF CARSON SCHOLARS

Growth in the number of Scholars (1996 – 2011)

In 1996, 25 students were recognized as Carson Scholars. Since then, multiple donors and partners have afforded the Carson Scholars Fund the ability to recognize an increasing number of Scholars annually (see Figure 2). Since its inception, the program has recognized over 4,800 Carson Scholars across the country, with over 1,000 Carson Scholars being recognized for their academic and humanitarian achievements in multiple years. Scholars, with their families, sometimes teachers and even school principals in attendance, have been honored at a series of regional Banquets held annually. Carson Scholars have been awarded over \$4.8 million in scholarship funds to help finance their education. Carson Scholars have attended over 300 colleges and universities, and have received other merit-based awards and scholarships. Past and present Carson Scholars represent 46 states and the District of Columbia.

³ During this timeframe there are an additional 54 students that have no available data for any one of multiple reasons. We have treated this as "missing data."

Figure 2



In 2010 and 2011 Carson Scholars who had received one or more scholarships in the past could apply to receive recognition only. **In 2010**, 434 individuals were recognized as Carson Scholars for the first time and were awarded a scholarship, while an additional 413 repeat Scholars received recognition for their continued achievements. **In 2011**, 502 individuals were recognized as Carson Scholars for the first time and were awarded a scholarship, while an additional 526 repeat Scholars received recognition for their continued achievements.

Co-founders Dr. Ben Carson and Candy Carson’s dream is “to have a Carson Scholar in every school in the country” (Carson Scholars Fund Annual Report 2011). Chapters have been established in eleven cities/states to further that goal through local fundraising activities. Chapters are located in: California (total California Scholars 45); Connecticut (New Haven) – total Connecticut Scholars 37; Delaware – total Delaware Scholars 182; Florida (Lee County) – total Florida Scholars 154; Georgia (Atlanta) – total Georgia Scholars 291; Indiana (Indianapolis) – total Indiana Scholars 229; Maryland (Headquarters) – total Maryland Scholars 2,773; Michigan (Battle Creek) – total Michigan Scholars 227; Pennsylvania (Greater Philadelphia and Pittsburgh) – total Pennsylvania Scholars 637; Tennessee (Chattanooga) – total Tennessee Scholars 26; and Washington D.C. (89 Scholars total).

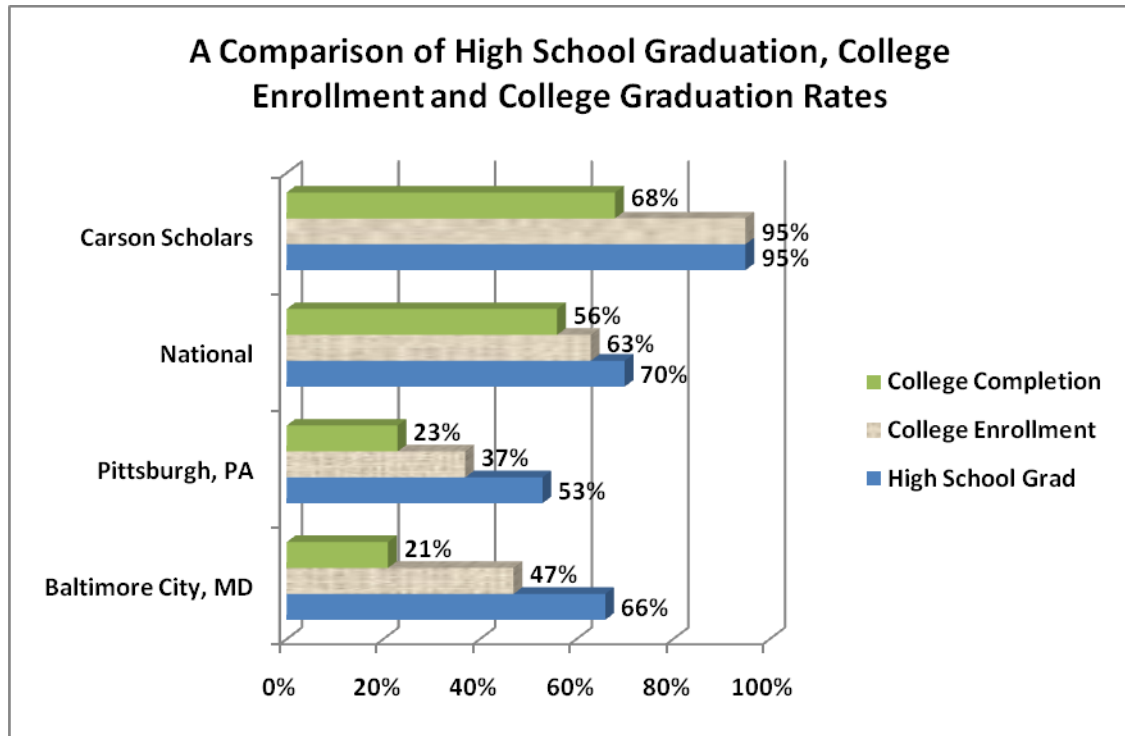
Alumni High School Graduation and College Attendance Rates

Fully 95% of Carson Scholars graduate from high school and attend college. They also graduate from college at higher than national rates (see Figure 3). Carson Scholars are selected based solely on merit; financial need is not a selection criteria. Nevertheless, as detailed in the previous paragraph, most Carson Scholar chapters are located in urban areas where large populations of low-income, African American and Latino youth reside. Fully 4,690 out of the national total of 4,800 scholars recognized live in large cities. Alumni also received Pell grants (28%), needs-based scholarships (30%), and federal subsidized loans (30%). These are other indicators of financial need. A study of 2010 national graduation rates conducted by the Education Resource Center found that: *“Although more than three-quarters of white and Asian students in the United States earn diplomas, high school outcomes are much worse for others. Among Latinos, 56 percent successfully finish high school, while 54 percent of African-Americans and 51 percent of Native Americans graduate... Rates of high school completion for males from historically disadvantaged minority groups consistently fall at or below the 50 percent mark.”*⁴ The Carson Scholars Fund has only recently begun to systematically collect data on the race/ethnicity of its Scholars. Differences among males and females, different racial and ethnic groups, and variations in graduation rates for students attending two- and four-year educational institutions are areas for future analysis.

The results demonstrate that Carson Scholars’ high school graduation rates are 25% higher than the national rates. Also, 95% of Carson Scholars enroll in college (compared to 63% nationally) and 68% of Scholars graduate from college (compared to 56% nationally). The contrast between Carson Scholars and overall high school graduation and college enrollment rates is even more pronounced in Baltimore and Pittsburgh, two of the cities in which many Carson Scholars attended school (see Figure 3).

⁴ <http://www.edweek.org/ew/articles/2010/06/10/34execsum.h29.html>

Figure 3



Carson Scholars not only graduated from high school at a higher rate than their peers, they were also likely to be more prepared for higher education. Only 8% of the Carson Scholars alumni reported taking remedial courses during their first year in college. This is significantly less than the general student population where as many as one-third need to take remedial courses during their first years in college.⁵

Of the 1,478 names that were submitted to *StudentTracker* a total of 113 students opted not to share their educational records with *StudentTracker* and two additional students reported to the Carson Scholars Fund that they did not graduate from high school. The remaining students (n=1,363) have attended college. This means that Carson Scholars have somewhere between a 92% (assuming that all 113 students with missing information are not high school graduates) and a 99.8% high school graduation rate (if we assume that they did graduate). This is significant in

⁵ Alliance for Excellent Education (2011, May). Saving Now and Saving Later: How High School Reform Can Reduce the Nation’s Wasted Remediation Dollars. Issue Brief, www.all4ed.org.

that the average rate of high school graduation in the United States was 70%; in some states only half of students graduate from high school.⁶

FERA analyzed *StudentTracker* data available for 345 alumni with high school graduation dates from May 1996 to May 2005. This provided a six-year window or more for students to complete their bachelor degrees⁷. Of these:

- ◆ 131 went to private colleges
- ◆ 214 went to public colleges
- ◆ A total of 67.5% (n=233 out of 345) graduated and received an associate or bachelor degree
 - 85.5% (112/131) received an associate or bachelor degree from a private college
 - 58% (124/214) received an associate or bachelor degree from a public college.
 - ✓ Three individuals received associate/bachelor degrees from a public and a private college
 - ✓ Some students enrolled in private colleges initially and then graduated from a public college; some did the reverse.
 - ✓ Some individuals received an associate degree and then went on to complete a bachelor degree. These individuals are counted twice.

College graduates received:

- ◆ 233 bachelor degrees (including Atrium Baccalarius, Bachelor of Arts, Bachelor of Science, Certificate, Undergraduate Certificate, Honor Bachelor, Post Baccalaureate Certificate, second Bachelor, and Upper Division Certificate)
- ◆ 1 associate degree (who also received a Bachelor degree)
- ◆ 6 associate degrees
- ◆ 42 master's degrees
- ◆ 9 Juris Doctors
- ◆ 6 Doctor of Medicine, 2 Ph.D., 1 Doctor of Pharmacy, 1 Doctor of Physical Therapy

One national study found that the college completion rate for students who entered colleges in 1996 was 55.4% based on a six-year graduation rate. The rate was slightly higher

⁶ Aud S. & Hannes, G. (2011). *The Condition of Education, 2011, in Brief*. Report for the ;National Center for Education Statistics-Department of Education: Washington.D.C.)

⁷ *During this timeframe there are an additional 54 students that have no available data for any one of multiple reasons. We have treated this as "missing data."*

(57.3%) for students who started college in 2001⁸. Carson Scholars' graduation rate of 67.5% is higher. A different national study analyzed the difference in 6-year graduation rates for students attending 4-year public (59.5%) and private institutions (64.6%).⁹ Carson Scholars had a six-year graduation rate of 85.5% from private and 58% from public institutions.¹⁰

"In case I don't get to send a formal card like I should, THANK YOU!!! To Dr. Carson and his family, to you all at the organization who do all that you do, and to the donors who made this possible. The Carson Scholarship was definitely a bright spot for me as I look back over my life so far and in a very tangible way helped me get to and through college." (Carson Scholar Alumnus)

Alumni survey respondents

Table 1 describes the demographics of Carson Scholar Alumni Survey participants. The majority of survey participants were females (70%, n = 217). Alumni respondents ranged from 15–17 years old to 33 years and older. Most alumni respondents, however, were 18–21 years old (74%) or 22–25 (19%). Carson Scholar alumni represent a range of race/ethnic backgrounds. Approximately half of survey respondents described themselves as White, 36% identified themselves as African-American/Black, 8% Asian/Asian American/Pacific Islander, 2% Latino/a/Hispanic, 3% other and .3% Arab American.

⁸ <http://chronicle.com/blogs/measuring/6-graduation-rates-a-6-minute-priner/27573>

⁹ Beginning Postsecondary Survey (1996-2001) administered by the National Center for Education Statistics at the U.S. Department of Education.

¹⁰ Carson Scholars data includes students attending both 4 year and 2 year colleges while the IES data only reports on students attending 4 year colleges. Also some Carson Scholars would have had more than six years to complete their degrees.

Table 1
Demographic Data for Carson Scholar Alumni Survey Respondents

Gender	
Males	30% (93)
Females	70% (217)
Age	
15 – 17 year olds	1% (3)
18 – 21 year olds	74% (230)
22 – 25 year olds	19% (59)
26 – 32 year olds	6% (18)
33 & older	1% (1)
Race/Ethnic Background	
White (Caucasian, Non-Hispanic)	51% (157)
African-American/Black (Non-Hispanic)	36% (112)
Asian/Asian American/Pacific Islander	8% (24)
Other	3% (9)
Latino/a/Hispanic	2% (7)
Arab American	.3% (1)
Native American	0

Alumni first became Carson Scholars at different grades (Table 2). The highest number of alumni reported first becoming a Carson Scholar at grades 8 (19%), 11 (17%), and 5 (16%). The majority of Carson Alumni Survey respondents (73%) received a \$1,000 scholarship from the Carson Scholars Fund one time. Seventeen percent received two scholarships, 7% were awarded three scholarships, 4% received 4, and .3% more than 4.

Table 2

Grade you first became a Carson Scholar	
4 th grade	7% (22)
5 th grade	16% (53)
6 th grade	4% (15)
7 th grade	8% (27)
8 th grade	19% (65)
9 th grade	6% (19)
10 th grade	8% (27)
11 th grade	17% (56)
12 th grade	10% (35)
Don't Remember	6% (21)

The majority of Carson Scholar survey respondents attended school in urban areas including: Baltimore, MD (43%, n = 145), Pittsburgh, PA (8%) and Atlanta, GA (6%).

The overwhelming majority of alumni were not married (97%) and did not have any children (97%). Fully 69% described themselves as a religious or spiritual person with 48% of those attending a religious service weekly, 23% once or twice a month, and 20% a few times a year. Many alumni respondents (80%) reported that their parents, step parents or guardians attended college.

OUTCOMES

This section focuses on short- and longer-term outcomes for Carson Scholar alumni. Alumni were asked about the importance of various factors on their motivation to succeed when they first became Carson Scholars. Other short-term outcomes from being recognized as a Carson Scholar included: 1) influenced Scholars' decisions about the future; 2) helped alumni receive additional awards, recognition and other opportunities; and 3) inspired Scholars to serve as mentors for other young people. The second part of the outcomes section focuses on what Carson Scholar alumni achieved and what they are doing currently.

Short-term Outcomes

Increased Motivation to Succeed

Recognition for academic excellence at an early age is expected to motivate and inspire students to continue to achieve. Several aspects of becoming a Carson Scholar are designed to motivate students. The Alumni Survey asked Carson Scholars to rate the importance of different aspects of their experience of being a Scholar, as well as other factors such as parental encouragement (see Table 3).

Table 3

When you first became a Carson Scholar, how important were each of the following in encouraging you to achieve academically?

	Responses						Mean*
	Very Important	Important	Somewhat Important	Not Too Important	Not at All Important	Not Applicable	
My parents/family members	67% (213)	25% (79)	4% (14)	3% (9)	0.6% (2)	0.3% (1)	4.6
Scholarship money	50% (158)	29% (93)	11% (36)	5% (16)	4% (11)	2% (3)	4.2
Knowing someone believed in me	45% (143)	33% (103)	12% (39)	8% (26)	1% (4)	0.3% (1)	4.1
Knowing I was part of a special group of scholars	35% (110)	33% (104)	20% (62)	10% (31)	3% (9)	0.6% (2)	3.9
Recognition at school from teachers	35% (112)	23% (73)	25% (79)	13% (40)	2% (7)	2% (6)	3.8
Encouragement from friends/other students	26% (81)	35% (108)	21% (66)	13% (41)	4% (12)	1% (4)	3.7
Dr. Carson’s “Think Big” philosophy	29% (93)	29% (93)	22% (71)	12% (38)	5% (16)	2% (7)	3.7

* Means were calculated based on the following scale: Very Important = 5, Important = 4, Somewhat Important = 3, Not Too Important = 2, Not at All Important = 1. Not Applicable responses were not included in the Mean calculations.

Parents and family members were the most important in encouraging students to achieve academically. Interestingly, the “scholarship money” and “knowing that someone believed in me” were next. Others that were highly rated included: the satisfaction of knowing that they are a part of a special group of scholars, and recognition from their teachers at school.

Fully 58% of alumni reported that they still have their medals, 39% still display their medals, and 17% reported that their medals are a symbol that motivates and continues to remind them that they can succeed. In addition to the factors listed above, many alumni also noted that personal achievement and believing in oneself were important and keep them motivated.

How long does the motivation, from being selected as a Carson Scholar, to succeed academically last? Table 4 shows that being a Carson Scholar is a “very important” or “important” motivator for well over half of the students throughout their elementary (61%), middle school (68%) and high school (64%). Being a Carson Scholar remains a “very important”

or “important” motivator for 55% of the students into College. Only in graduate school does being a Carson Scholar remain important for less than half of the alumni (41%).

Table 4
How important was being a Carson Scholar in motivating you to achieve academically in elementary, middle school, high school, college and graduate school?

	Very Important (5)	Important (4)	Somewhat Important (3)	Not Too Important (2)	Not At All Important (1)	Not Applicable	Mean
a. Elementary school	42% (51)	19% (23)	16% (19)	9% (11)	15% (18)	173	3.6
b. Middle school	34% (64)	34% (65)	17% (33)	7% (14)	7% (13)	112	3.8
c. High school	34% (100)	30% (89)	21% (61)	10% (31)	5% (16)	18	3.8
d. College	26% (77)	29% (86)	23% (67)	15% (44)	7% (20)	19	3.5
e. Graduate school	28% (22)	13% (10)	20% (16)	27% (21)	13% (10)	196	3.2

Influenced decisions about the future

Almost half of the alumni (46%) reported that being a Carson Scholar was “very important” or “important” in their decision to go to college (see Table 5). A significantly smaller percentage of alumni indicated that being a Carson Scholar was “very important” or “important” in their choice of studies and career path (25% and 24%, respectively).

Table 5
How important was being a Carson Scholar in encouraging you in each of the following?

	Very Important [5]	Important [4]	Somewhat Important [3]	Not Too Important [2]	Not At All Important [1]	Not Applicable	Mean
a. Decision to go to college	29% (91)	17% (52)	14% (43)	18% (58)	18% (58)	4% (14)	3.2
b. Choice of studies	13% (40)	12% (39)	17% (53)	29% (92)	22% (70)	7% (22)	2.6
c. Career path	13% (40)	11% (35)	19% (58)	27% (86)	23% (73)	7% (22)	2.6

Received additional awards, recognition and other opportunities

In addition to providing motivation, alumni reported that being a Carson Scholar: positively impacted their level of self-confidence, strengthened their college application, and encouraged them to apply for other scholarships and awards (see Table 6).

Table 6
Alumni opinions about how their status as a Carson Scholar helped them

In your opinion, did your status as a Carson Scholar:	Yes, Definitely [5]	Yes, Probably [4]	Maybe [3]	Probably Not [2]	Definitely Not [1]	Not Applicable	Mean
a. Strengthen your college application	35% (110)	38% (120)	19% (61)	6% (18)	.9% (3)	2% (6)	4.0
b. Encourage you to apply for other scholarships	50% (157)	28% (89)	10% (30)	9% (28)	1% (4)	3% (8)	4.2
c. Help you obtain other scholarships	19% (61)	23% (72)	30% (96)	17% (53)	7% (22)	4% (14)	3.3
d. Help you obtain other awards/recognition	22% (70)	27% (85)	30% (94)	13% (42)	5% (15)	4% (11)	3.5
e. Link you to other opportunities	21% (65)	24% (75)	29% (91)	19% (61)	5% (15)	3% (10)	3.4
f. Increase your self-confidence	43% (137)	38% (122)	13% (41)	4% (12)	2% (6)	0	4.2

* Means were calculated based on the following scale: Yes, Definitely = 5, Yes, Probably = 4, Maybe = 3, Probably Not = 2, Definitely Not = 1. Not Applicable responses were not included in the Mean calculations.

Being a Carson Scholar has helped alumni obtain additional scholarships and other forms of recognition for their achievements by giving them the confidence to apply and by strengthening their applications. Carson Scholar survey respondents reported having received other merit-based scholarships to help pay for their college education. A total of 25 Carson Scholars listed “other” scholarships and forms of recognition that they had received. Among these were two Gates Millennium Scholars, three Horatio Alger Scholarship, three National Society of Collegiate Scholars, one Woman of Promise, one Fulbright Scholar, and one Woodrow Wilson Undergraduate Research Fellowship (see Appendix A Question 16 for a complete list).

Carson Scholars have also received other types of recognition for their academic achievements.

- ◆ 177 were members of the National Honor Society
- ◆ 48 were National Merit Scholar semi-finalists
- ◆ 19 were National Merit Scholar finalists
- ◆ 51 were AP National Scholars

Served as role models for other students

Dr. Ben Carson serves as an inspiration and role model for Carson Scholars. In turn, he hopes that Carson Scholars will serve as role models and mentors for other students and will contribute to a school's college-going culture. Fully 41% (139 out of 343) of alumni reported that they had served as mentors for other youth since graduating from high school. We also asked alumni, "As a result of becoming a Carson Scholar, did you consider yourself a role model for other young people?" (They could select all that applied.) Responding positively:

- 90 In elementary school
- 141 In middle school/junior high
- 191 In high school
- 97 In college
- 28 After college
- 12 Other (e.g., "When I work as a camp counselor," "I feel like a role model to the young people at my church," "Yes starting directly after I won until now," "I always try to be a good person, but I'm not sure I work well with young people.")
- No (n=5)

Longer-term outcomes: What are they doing now?

"Being a Carson Scholar has challenged me to make goals that are hard to accomplish. Consequently, I have achieved these goals and I make new goals daily. I give more and I study harder because I am a Carson Scholar." (Carson Scholar Alumnus)

Alumni in school

Most Alumni Survey respondents are currently primarily in school (84% n=261). Fully 85% (n=222) of these students are working on their bachelor degrees. Another five are in doctoral programs and five are in medical school. The rest of the students are working on their high school diplomas (n=2), associates degree (n=8) or a master's (n=8). Nearly all of the students report receiving mostly A's (68%) or B's (31%).

The greatest numbers of Carson Scholar alumni were studying STEM-related subjects in college and in graduate school (n=131 and 31 respectively) (see Table 7). (STEM is an acronym for the fields of science, technology, engineering and math.) The second-highest number were pursuing studies in liberal/visual arts and education. Significantly fewer Scholars selected business/law, finance or public administration/political science/communication as their major fields of study.

Table 7

Carson Scholars’ major fields of study in college and graduate school

What is/was your major field or area of study in college and/or graduate school?	College	Graduate School
Liberal/visual arts and Education	n=109	n= 13
Liberal Arts, general studies, humanities	66	8
Arts, Visual and Performing	26	2
Education	17	3
STEM related	n= 131	n= 31
Science and math	51	6
Engineering	33	8
<i>Computer and information science</i>	11	3
Medicine/pre-med	20	11
Nursing	7	0
Other health professions	9	3
Business/Finance/Law	n= 40	n= 9
Business	23	5
Finance and accounting	8	1
Law	9	3
Public administration/political science/communication	n= 37	n= 4
Public administration, political science	20	3
Communication and journalism	17	1
Undecided/other	n= 50	n=6
Undecided	6	0
Other	44	6

Alumni at work

Alumni who are currently working (n=43) are employed in a wide range of fields. The most common fields of work are health professional or associate (16%), engineering (13%), scientific research, analysis and development (11%), government (9%), business (9%), the arts (9%), and education (7%) – see Appendix A, question #23 for additional details. These fields will likely continue to be the most common for Carson Scholars based on the frequency of college degrees currently being pursued in science, math, and engineering. These occupations have allowed the Carson Scholars to be economically successful: 36% of Carson Scholars earned more than \$50,000 in 2010. We asked alumni “If you have already completed college, approximately what were your earnings for 2010?” (See Table 8 for their responses.)

Table 8
Approximate levels of earnings for 2010 for Carson Scholars who completed college

Please estimate how much money you earned in 2010	
no income	3 (8%)
less than \$5,000	5 (14%)
\$5,001 - \$10,000	2 (6%)
\$10,001 - \$20,000	2 (6%)
\$20,001 - \$30,000	4 (11%)
\$30,001 - \$40,000	3 (8%)
\$40,001 - \$50,000	4 (11%)
\$50,001 - \$75,000	8 (22%)
\$75,001 - \$100,000	3 (8%)
\$100,001 - \$200,000	2 (6%)
Over \$200,000	0
TOTAL N	36

Alumni serving as leaders

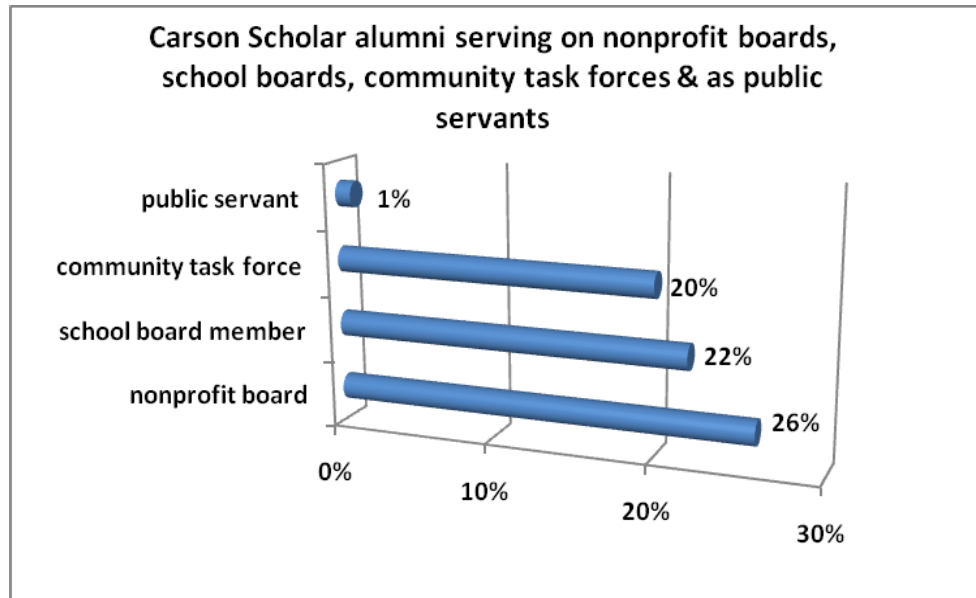
Carson Scholar alumni continue to be committed to and engaged in leadership and volunteer activities in their communities. Alumni have served in a leadership role in their: (Respondents could check more than one response so the percents do not add up to 100%)

- 54% (n=186) Schools
- 40% (n=138) Communities
- 34% (n=115) Jobs
- 19% (n=65) Religious organizations

Even though Carson Scholar alumni are still young adults, fully one quarter 26% (n=35) serve on non-profit boards, 22% (n=29) as a school board member, 20% (n=26) on a community task force, or 1% (n=6) as a public servant. (See Figure 4) Percentages were calculated based on the 133 alumni that are age 21 or older. (Respondents could check all that apply so the percentages do not add up to 100%.)

Figure 4

Carson Scholar alumni serving on nonprofit boards, school boards, community task forces and as public servants [N = 133]

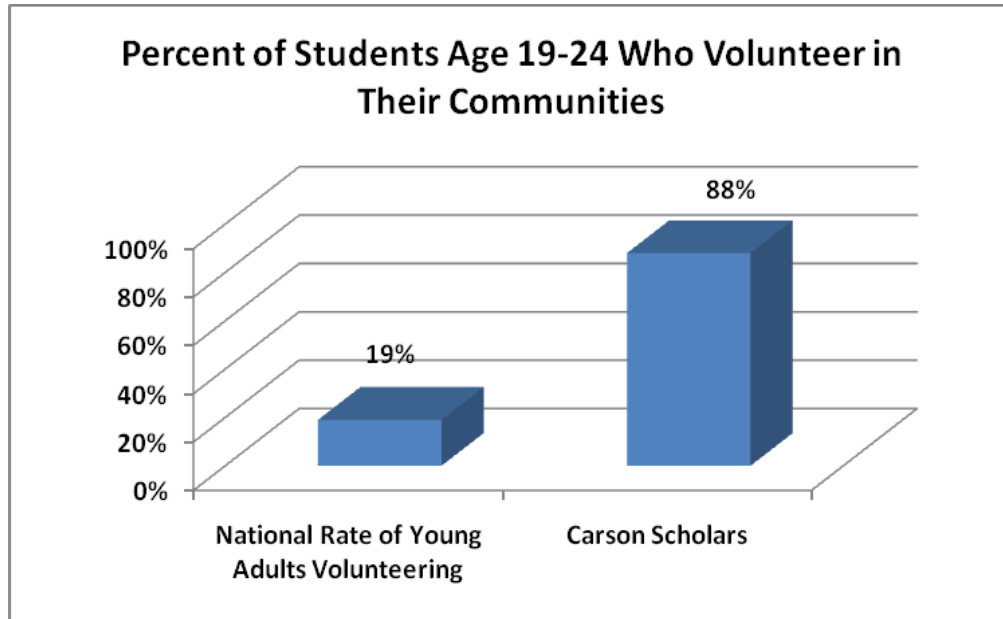


Alumni Volunteerism and giving

Carson Scholars were initially selected because of their demonstrated commitment to their communities. Three-quarters of the respondents (74%) indicated that becoming a Carson Scholar further increased their commitment to give back. Alumni ages 19-24 are volunteering in their communities at four times the rate of their peers at the national level – 88% as compared to 19% (see Figure 5).¹¹

¹¹ National Volunteering Rate by Age Group www.civicyouth.org

Figure 5



Almost half (47%) of the alumni reported volunteering for a total of 26 to 100 hours in 2010, and 16% reported volunteering for a total of 101 to 500 hours.

Carson Scholar alumni reported giving money to charitable causes (see Table 9). It is important to remember that 84% of the respondents are still students. One Carson Scholar explained *“I would like to become a donor in the future, but right now I do not have the means to contribute to the fund.”*

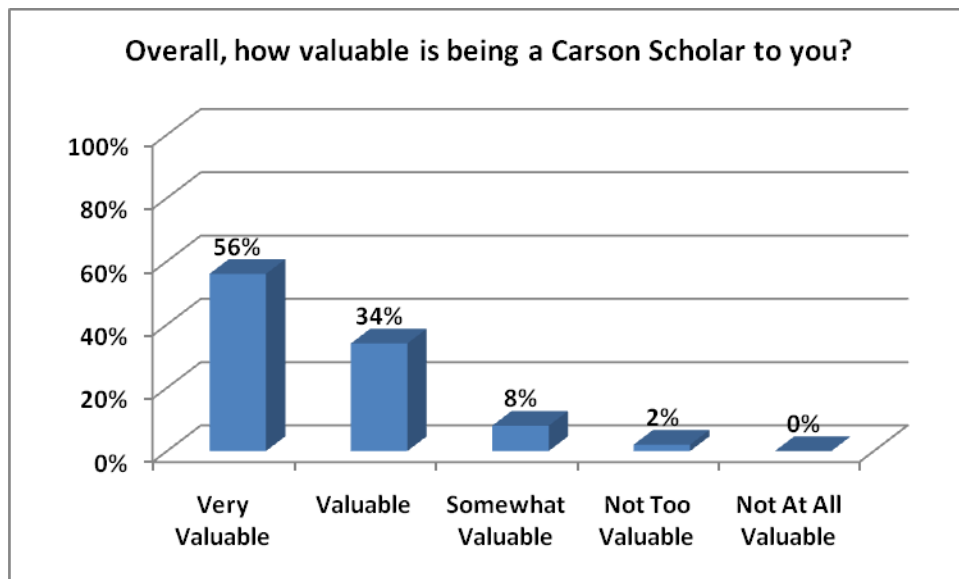
Table 9
Alumni giving to charitable causes in 2010

Please estimate how much money you personally gave to charitable causes in 2010.	
\$0	59 (25%)
\$1-\$50	79 (34%)
\$51-\$100	44 (19%)
\$101-\$200	13 (6%)
\$201-\$500	22 (10%)
\$501-\$1000	7 (3%)
>\$1000	8 (3%)
TOTAL N	234

OVERALL VALUE

Overall, most alumni (90%) reported that being a Carson Scholar was either “very valuable” or “valuable” to them (see Figure 6). When asked to write about how being a Carson Scholar impacted them, respondents collectively wrote nearly 15 pages in response to this question. FERA coded their responses and grouped them according to the themes (see Appendix A, question 11 for the coded responses). A total of 38 alumni wrote that being a Carson Scholar had encouraged them to achieve academically and to “THINK BIG.” The alumni’s responses provide a powerful testimony to the positive influence of the Carson Scholarship program. Below are several verbatim responses:

Figure 6



“Being a Carson Scholar has impacted me in my motivation to go to a four-year college as well as do well in my academic studies. When I first received the Carson Scholarship in eighth grade, I was ecstatic and felt so blessed to have a scholarship. It was the first scholarship I had received, and I was tremendously thankful for it. It was then that I felt a strong desire to continue strongly throughout my high school year and be the first one in my family to go to a four-year university. This scholarship gave me hope that I could go to college if I worked hard enough.”

“The academic recognition at an early age - in middle school for me - helped me see how my commitment to school was already “paying” off and was admirable.”

It's true that there aren't a lot of accolades for high academic/service in middle school, so getting the Carson award made me feel like my efforts counted."

"Dr. Carson's story, presence and (continued) involvement gave warmth, personality, and an undeniable stamp of authenticity to the messages that were being conveyed by the program. This praise, introduction, and reward helped spur me on when school was tough and immediate peers were unappreciative, elevated my regard for and interest in academics and the academic community (including my place in it), and inspired cultivation of hope and vision."

Another 37 alumni wrote about the importance of the financial support provided by the scholarship they received as part of their recognition for being a Carson Scholar. Since the scholarships are not awarded according to financial need, some of the Carson Scholars more than others relied on the money to fund their college education. Even the "low-need" Scholars appreciated the scholarships for reducing the financial burden of attending college and saving them from having as many student loans. Most of the scholars who wrote about the scholarship mentioned the financial support as only one aspect of the program's impacts on them. A few Scholars suggested that the scholarship money allowed them to apply for and enroll in more prestigious and more expensive universities that they would not have otherwise considered. One alumnus wrote:

"Being a Carson Scholar supported my level of confidence in my leadership and academic achievements. It helped me realize that attending an expensive institution was a real possibility though I do not qualify for financial aid. I was very grateful for the scholarship because there are a limited number of scholarships based on academic achievement; the majority are need-based. Though my family may have the money to support me in my academic endeavors (by FAFSA standards), I have been given the task of funding my education. Being a Carson Scholar helped me reach the university and succeed."

CONCLUSIONS

Carson Scholar alumni value the recognition they receive as a Carson Scholar because they are encouraged to stay motivated, to succeed academically, and to give back to their communities. Fully 95% of Carson Scholars graduate from high school and attend college. Carson Scholars achievements are being recognized by others as well. Most Carson Scholars are still in school (84% n=261). Of these 222 individuals are working on their Bachelor's degree. Nearly half of the students (131 out of 222 undergraduates) are pursuing their studies in STEM (Science, Technology, Engineering and Math) fields.

Carson Scholar Alumni are using their skills and talents to contribute to society. For three-quarters of the respondents becoming a Carson Scholar has increased their commitment to engage in their communities. Alumni ages 19-24 are volunteering in their communities at four times the rate of their peers at the national level – 87.5% as compared to 19%.¹² Alumni have served in leadership roles in their schools (54%), communities (40%), jobs (34%), and religious organizations (19%). About one-fourth (20% – 26%) of the alumni ages 21 or older serve on nonprofit boards, school boards or on community task forces. This is impressive given that most of them are still in college. Alumni are serving as role models and are mentoring other students. Forty-one percent (139 out of 343) of alumni reported that they had served as mentors for other youth since graduating from high school.

Overall, the Carson Scholars Fund is achieving its goal to discover, recognize, and encourage young leaders. Carson Scholar alumni are moving toward achieving their full potential in their own lives. They also serve as leaders in their communities and contribute to society by volunteering their time and their talent, as well as mentoring other students. Strengthening the Carson Scholar alumni network can support these young adults as well as offer them opportunities to mentor younger Carson Scholars and to support the Carson Scholars Fund in other ways. This initiative ought to be expanded to reach the Carson Scholars Fund’s goal of a Carson Scholar in every school across the nation.

“The Carson Scholarship taught me, at an early age, that I can achieve anything that I set my mind on. I always think about how great it was to be awarded at such a young age and being a part of something bigger.” (Carson Scholar)

¹² National Volunteering Rate by Age Group www.civicyouth.org

APPENDIX A

CARSON SCHOLAR ALUMNI SURVEY DATA SUMMARY CONDENSED

**Carson Scholars Alumni Survey (2011)
Data Summary and Verbatim Responses (N=343)**

We are interested in learning about how being a Carson Scholar has affected you! This information will be used to improve the Carson Scholars Fund program for current scholars and to develop new ways of connecting with and supporting alumni.

This survey is completely confidential. The Carson Scholars Fund has asked FERA (Formative Evaluation Research Associates), an independent evaluation group, to conduct this study. The questionnaire will take you about 10-15 minutes to complete. Thank you in advance for your time! ¹³

Carson Scholar Involvement

1. What grade were you in when you first became a Carson Scholar?

<u>7% (22)</u> 4 th	<u>8% (27)</u> 7 th	<u>8% (27)</u> 10 th
<u>16% (53)</u> 5 th	<u>19% (65)</u> 8 th	<u>17% (56)</u> 11 th
<u>4% (15)</u> 6 th	<u>6% (19)</u> 9 th	<u>10% (35)</u> 12 th
<u>6% (21)</u> Don't remember		

2. When you first became a Carson Scholar, which of the following is the city or state where you went to school?

<u>6% (20)</u>	Atlanta, GA
<u>43% (145)</u>	Baltimore, MD
<u>24% (80)</u>	Elsewhere in Maryland
<u>.9% (3)</u>	Battle Creek, MI
<u>.6% (2)</u>	California
<u>1% (4)</u>	Connecticut
<u>6% (20)</u>	Delaware
<u>.3% (1)</u>	Greater Philadelphia, PA
<u>8% (26)</u>	Pittsburgh, PA
<u>0</u>	Lee County, FL
<u>2% (7)</u>	Indianapolis, IN
<u>0</u>	St. Louis, MO
<u>3% (9)</u>	Washington, DC
<u>7% (23)</u>	Other city/state:
	◆ Detroit, MI
	◆ Salisbury, MD
	◆ Huntingtown, MD
	◆ Hanover, MD
	◆ Brownsburg IN
	◆ Fulton, Maryland
	◆ Decatur, IN
	◆ Montgomery, AL
	◆ Hanover, Pennsylvania
	◆ Timonium, MD

¹³ FERA intentionally leaves the verbatim comments as they were written.

- ◆ Sheridan, IN
- ◆ Kansas City, MO
- ◆ Georgetown DE
- ◆ Silver Spring, MD
- ◆ Waldorf, MD
- ◆ Brownsburg Indiana
- ◆ Dayton, Ohio
- ◆ Perry Hall, MD
- ◆ Seattle, Washington
- ◆ Cambridge, Maryland
- ◆ Lititz, PA
- ◆ SNOW HILL, MD
- ◆ Racine, WI

3. How many times were you awarded a \$1,000 scholarship by the Carson Scholars Fund?

- 73% (246) **1**
17% (57) **2**
7% (23) **3**
4% (12) **4**
.3% (1) **More than 4.** How many? **5**

Impact on You

This next set of questions is about how being a Carson Scholar has affected you.

4. When you first became a Carson Scholar, how important were each of the following in encouraging you to achieve academically?

	Very Important [5]	Important [4]	Somewhat Important [3]	Not Too Important [2]	Not At All Important [1]	Not Applicable	Rating Average
a. Scholarship money	50% (158)	29% (93)	11% (36)	5% (16)	4% (11)	9% (3)	4.2
b. Dr. Carson's "Think Big" philosophy	29% (93)	29% (93)	22% (71)	12% (38)	5% (16)	2% (7)	3.7
c. Recognition at school from teachers	35% (112)	23% (73)	25% (79)	13% (40)	2% (7)	2% (6)	3.8
d. Recognition at school from Principal	25% (80)	19% (61)	25% (79)	20% (64)	7% (23)	3% (10)	3.4
e. Banquet speaker(s)	10% (30)	20% (62)	28% (87)	27% (86)	13% (40)	3% (10)	2.9
f. Having Dr. Carson as a role model	31% (97)	30% (96)	21% (67)	11% (36)	4% (14)	2% (6)	3.7
g. Knowing someone believed in me	45% (143)	33% (103)	12% (39)	8% (26)	1% (4)	.3% (1)	4.1

	Very Important [5]	Important [4]	Somewhat Important [3]	Not Too Important [2]	Not At All Important [1]	Not Applicable	Rating Average
h. Knowing I was part of a special group of scholars	35% (110)	33% (104)	20% (62)	10% (31)	3% (9)	.6% (2)	3.9
i. My medal (as a symbol of achievement)	18% (58)	22% (70)	23% (71)	22% (69)	13% (41)	2% (7)	3.1
j. Winning the trophy for my school	20% (63)	19% (61)	20% (64)	18% (55)	12% (37)	11% (35)	3.2
k. My parents/family members	67% (213)	25% (79)	4% (14)	3% (9)	.6% (2)	.3% (1)	4.6
l. Friends/other students	26% (81)	35% (108)	21% (66)	13% (41)	4% (12)	1% (4)	3.7
m. Other. Please specify:	18% (23)	5% (6)	2% (3)	4% (5)	2% (3)	69% (87)	4.0

Other:

- ◆ God
- ◆ personal achievement
- ◆ Knowing I have a chance to pay for college
- ◆ My own determination
- ◆ feeling good about myself
- ◆ Myself
- ◆ Winning the Award For Myself.
- ◆ drive to do well
- ◆ Prospect of higher education
- ◆ The art of education
- ◆ being part of a scholarship network
- ◆ I wanted to achieve my career goals. I need school for that.
- ◆ Community
- ◆ significant other
- ◆ my own goals
- ◆ self-motivation and drive
- ◆ Believing in myself
- ◆ myself
- ◆ Challenging myself to do my best
- ◆ other adults at school
- ◆ personal goals and aspirations
- ◆ Knowing I Could Do It
- ◆ Believing in myself
- ◆ Community
- ◆ Personal Sense of achievement (just winning was awesome)

5. Which of the following are true for you now? Select all that apply.

- 58% (181) I have my medal somewhere
- 39% (121) I have my medal displayed
- 30% (94) I still look at my medal
- 17% (54) My medal motivates me
- 3% (8) I no longer have my medal
- 6% (19) Other. Please specify

- ◆ I don't know where my medal is.
- ◆ My medal is not displayed, but I know where it is.
- ◆ I don't know where it is
- ◆ I lost my medal when we were moving.
- ◆ I had my medal somewhere, but as far as I know it was lost in a house fire. It was a valued keepsake.
- ◆ I never received my medal because my family was unable to attend the award ceremony
- ◆ I don't remember ever getting a medal
- ◆ I didn't know I had a medal
- ◆ I do not know the status of my medal.
- ◆ I don't remember getting a medal at all
- ◆ I regret that I lost it in a house fire when I was 14.
- ◆ Medal is with the envelope with all my flyers, tickets, etc from the banquet.
- ◆ My medal is in the scrapbook my mother kept my awards and recognitions along with other mementos from the CSF
- ◆ my medal remains wrapped up with my other medals from other honor societies. I sometimes open my 'memory' chest and finger through these items to remind me of the journey that my life has taken so far. I've always believed that to know where we are going is to be reminded of the paths we've taken.
- ◆ I don't recall receiving a medal! (first year recipient)
- ◆ I don't remember receiving a medal. Perhaps my parents stored it away somewhere for safekeeping.
- ◆ My parents probably have it somewhere.
- ◆ Trophy at in high school archive
- ◆ I don't have any idea where my medal is.

6. How important was being a Carson Scholar in motivating you to achieve academically in:

	Very Important (5)	Important (4)	Somewhat Important (3)	Not Too Important (2)	Not At All Important (1)	Not Applicable	Rating Average
a. Elementary school	17% (51)	8% (23)	6% (19)	4% (11)	6% (18)	59% (173)	3.6
b. Middle school	21% (64)	22% (65)	11% (33)	5% (14)	4% (13)	37% (112)	3.8
c. High school	32% (100)	28% (89)	19% (61)	10% (31)	5% (16)	6% (18)	3.8
d. College	25% (77)	28% (86)	21% (67)	14% (44)	6% (20)	6% (19)	3.5
e. Graduate school	8% (22)	4% (10)	6% (16)	8% (21)	4% (10)	71% (196)	3.2

7. In your opinion, did your status as a Carson Scholar:

	Yes, Definitely [5]	Yes, Probably [4]	Maybe [3]	Probably Not [2]	Definitely Not [1]	Not Applicable	Rating Average
a. Strengthen your college application	35% (110)	38% (120)	19% (61)	6% (18)	.9% (3)	2% (6)	4.0
b. Encourage you to apply for other scholarships	50% (157)	28% (89)	10% (3)	9% (28)	1% (4)	3% (8)	4.2
c. Help you obtain other scholarships	19% (61)	23% (72)	30% (96)	17% (53)	7% (22)	4% (14)	3.3
d. Help you obtain other awards/recognition	22% (70)	27% (86)	30% (94)	13% (42)	5% (15)	4% (11)	3.5
e. Link you to other opportunities	21% (65)	24% (75)	29% (91)	19% (61)	5% (15)	3% (10)	3.4
f. Increase your self-confidence	43% (137)	38% (122)	13% (41)	4% (12)	2% (6)	0	4.2
g. Increase your commitment to give back	37% (117)	37% (116)	18% (56)	7% (21)	2% (6)	.3% (1)	4.0
h. Other. Please describe:	6% (6)	3% (3)	2% (2)	.9% (1)	.9% (1)	88% (96)	3.9

Other:

- ◆ I was linked to an internship at Johns Hopkins, which probably has helped me get into medical school.
- ◆ It made me stand out in a positive way. Carson Scholars are the best there is.
- ◆ Encourage me to apply for your top colleges
- ◆ gave me sense of pride
- ◆ Helped With College Tuition
- ◆ More developed individual

8. How important was being a Carson Scholar in encouraging you in each of the following?

	Very Important [5]	Important [4]	Somewhat Important [3]	Not Too Important [2]	Not At All Important [1]	Not Applicable	Rating Average
a. Decision to go to college	29% (91)	17% (52)	14% (43)	18% (58)	18% (58)	4% (14)	3.2
b. Choice of studies	13% (40)	12% (39)	17% (53)	29% (92)	22% (70)	7% (22)	2.6
c. Career path	13% (40)	11% (35)	19% (58)	27% (86)	23% (73)	7% (22)	2.6

9. As a result of becoming a Carson Scholar, did you consider yourself a role model for other young people? *Select all that apply.*

- 90 In elementary school
- 141 In middle school/junior high
- 191 In high school
- 97 In college
- 28 After college
- 12 Other.

Please describe:

- ◆ When I work as a camp counselor
- ◆ Not really.
- ◆ Not really. Me being a Carson scholar didn't make want to be more or less of a role model that what I already am.
- ◆ I feel like a role model to the young people at my church.
- ◆ Not many people know I got this award.
- ◆ Yes starting directly after i won until now
- ◆ No
- ◆ no
- ◆ No, I didn't see myself as a role model; I just took a chance on applying for the scholarship and hoping I would receive it.
- ◆ I always try to be a good person, but I'm not sure I work well with young people.
- ◆ Outside of the realm of academics.
- ◆ The Carson Scholarship program was not well known in our area so only those that knew of a "scholarship" were impressed, but it wasn't necessarily from the Carson Scholar standpoint.

10. Overall, how valuable was being a Carson Scholar to you?

Very Valuable [5]	Valuable [4]	Somewhat Valuable [3]	Not Too Valuable [2]	Not At All Valuable [1]	Rating Average
56% (178)	34% (107)	8% (25)	2% (7)	0	4.4

11. Please tell us in your own words how being a Carson Scholar had an impact on you. *(Note: respondents wrote nearly 15 pages of verbatim responses to this question. FERA coded their responses and grouped them according to the themes below. When respondents wrote about more than one way being a scholar had had an impact on them, they were coded under two different themes.)*

The Carson scholarship:

- Motivated Scholars (n=40)
- Offered financial help (n=37)
- Gave Scholars increased confidence (n=31)
- Provided a sense of accomplishment and recognition (n=23)
- Offered an opportunity to know the inspiring work of Dr. Carson (n=21)

- Provided an opportunity to be a role model for others (n=11)
- Facilitated college attendance (n=8)
- Taught Scholars to set higher goals and believe in the impossible (n=19)
- Offered early recognition of academic success (n= 12)
- Encouraged Scholars to apply for other scholarships (n= 12)
- Helped Scholars feel more connected to their communities (n=6)
- Linked Scholars to other opportunities (n= 5)
- Encouraged Scholars to give back (n= 4)
- Had little or no impact (n=3)

Other (n=6)

- As a Carson Scholar, I realized the importance to pursue ones education, and the fact that the sky is our only limit. Further, Dr. Carson made me realize the importance to look out for our communities and neighbors and to take action "now," not later in the "future." Consequently, my brothers, along with my dad, and I have created a scholarship that we give to one of the seniors from our school. We look for candidates who demonstrate the values that we all should look for: Character, strong Leadership skills, an attitude of Service, and Scholarship. Every year, since 2010, the Sprowl Family Scholarship provides a senior from George Washington Community School with \$1,000.00 in the hope to help one to continue with his or her educational goals and to help others to achieve their dreams.*

Current Activities

Next, we are interested in learning about what you are doing currently.

12. What is the highest level of education you have completed? *Select only one.*

- 0 Have not completed high school yet
- 0 GED (or high school equivalency)
- 14% (45) High school
- 56% (176) Some college
- 1% (3) Associate's degree
- 17% (52) Bachelor's degree
- 4% (13) Master's degree (e.g., MSW, MBA)
- .3% (1) Law degree (JD)
- .6% (2) Medical degree (MD)
- .6% (2) Ph.D.
- 6% (19) Other.

Describe Other:

- ◆ I am a sophomore in college.
- ◆ still attending college. in my junior year.
- ◆ Doctorate of Physical Therapy and Master of Ed.
- ◆ I attend college currently
- ◆ Nursing Diploma: I have attended Nursing school and am now an LPN.
- ◆ Graduating Spring 2011 with BS
- ◆ In college now
- ◆ 3 years of college planning for bachelor's
- ◆ Working on my Au.D. (Doctorate of Audiology)
- ◆ still in college
- ◆ middle of getting Bachelor's degree
- ◆ completing a DMD currently
- ◆ Becoming Doctor of Pharmacy in 2 months.
- ◆ GED plus a handful of miscellaneous college courses
- ◆ Current College Student
- ◆ I am going to be a senior in College
- ◆ currently a college sophomore
- ◆ Senior in college
- ◆ Currently in law school to obtain my J.D.

**13. What is/was your major field or area of study in college and/or graduate school?
Select all that apply.**

	College	Graduate School
Arts, Visual and Performing	26	2
Business	23	5
Communication and journalism	17	1
Education	17	3
Engineering	33	8
Computer and information science	11	3
Finance and accounting	8	1
Law	9	3
Liberal Arts and sciences, general studies, humanities	66	8
Medicine	20	11
Nursing	7	0
Other health professions	9	3
Public administration, political science	20	3
Science and math	51	6
Undecided	6	0
Other (describe)	44	6

Describe Other:

- ◆ Bible
- ◆ Japanese
- ◆ Bachelor's in Psychology w/ a minor in Business.
- ◆ Portuguese and Spanish along with International Studies/Relations

- ◆ sociology
- ◆ Philosophy and Economics
- ◆ Biology
- ◆ Fiber Science and Apparel Design
- ◆ Spanish
- ◆ Aeronautical Science - Professional Pilot
- ◆ Comparative Literature: French and English
- ◆ Sociology (and Premedicine)
- ◆ Gender and Women's Studies
- ◆ Psychology
- ◆ Health Policy and Management (bachelor's in public health), economics (bachelor of arts), minor in chemistry
- ◆ International Relation, Environmental Studies
- ◆ Developmental Psychology
- ◆ Speech-language pathology
- ◆ Communication/Graphic Design
- ◆ Media & Cinema Studies
- ◆ Environmental Science
- ◆ Psychology/Latino Studies/Public Policy
- ◆ Economics
- ◆ Public Health (natural sciences) major; Film and Media Studies minor
- ◆ Fashion Design
- ◆ Film production
- ◆ Linguistics, Spanish Concentration with ESL track
- ◆ criminal justice
- ◆ French & International Studies
- ◆ Pre-Vet/Animal Science
- ◆ Early Childhood Education
- ◆ Fashion, anthropology, art history
- ◆ Women Studies
- ◆ Economics
- ◆ culinary arts
- ◆ Philosophy
- ◆ Nonprofit Management
- ◆ college = neuroscience + French, graduate = dentistry
- ◆ Psychology
- ◆ Public Policy with a Concentration in Planning and Economic Development
- ◆ Social Work
- ◆ Grad School-Educational Technology
- ◆ architecture
- ◆ BS- Neurobiology, MPH Behavioral and Community Health
- ◆ Pharmacy
- ◆ past: psychology; future: medical office administration
- ◆ Environmental Studies (College), Sustainable Agriculture (Graduate school)
- ◆ Public Policy
- ◆ Biochemistry
- ◆ Architecture
- ◆ Spanish and Missions
- ◆ History, Ethnic Studies
- ◆ Biology Pre-Med
- ◆ Social Work
- ◆ criminal justice
- ◆ Spanish and Psychology

- ◆ Undecided
- ◆ Marketing

14. If you have started or finished college did you receive any of the following: (Select all that apply)

- 197 Other merit-based scholarships (not the Carson Scholarship)
- 97 A Pell grant
- 102 Need-based scholarship(s)
- 105 A federal subsidized loan
- 9 Other

Specify Other:

- ◆ Need based Grant (FSEOG) - could be called scholarship
- ◆ A Federal Un-subsidized loan.
- ◆ Only from schools I did not end up attending. Nothing from my current college.
- ◆ federal Direct (unsubsidized) loan
- ◆ e.o.p. full scholarship
- ◆ A merit award from my University
- ◆ Walter Sondheim Public Affairs Scholarship, Blaustein Scholarship, Delta Sigma Theta Sorority Scholarship, Jacqueline Hrabowski & Harbor City Links Scholarship
- ◆ Loans
- ◆ The Bunton-Waller Fellowship

15. If you have started or finished college, did you take any remedial courses in your first year?

8% (21) Yes 92% (237) No

16. Have you ever received any of the following awards or recognition? Select all that apply.

- 51 AP National Scholar
- 48 National Merit Scholar semi-finalist
- 19 National Merit Scholar finalist
- 177 National Honor Society
- 3 Horatio Alger
- 1 Fulbright Scholar
- 0 Marshall Fellowship
- 0 Rhodes Scholar
- 1 White House Fellowship
- 0 Robert Wood Johnson Fellowship
- 25 Other.

Describe Other:

- ◆ Gates Millennium Scholar
- ◆ Rensselaer Medal for Science and Mathematics
PTSA Award from local high school
Tau Beta Pi
Pi Tau Sigma
- ◆ Gates Millennium Scholar, National Achievement Finalist

- ◆ Hoosier Boys State Certificate of Participation and Excellence - 2009
- West Point Outstanding Top Cadet Award - 2009
- Top Scholar in Social Studies and AP Biology - 2006 - 09
- Albert Einstein Medal – 2006-09
- Straight A's and Honor Roll Student- 2007-10
- Carson Scholarship Recipient - 2009
- ACE Scholarship Recipient - 2008
- Most Versatile Student/Athlete (Soccer) – 2006-10
- All-City and All Conference Player (Soccer) - 2008-10
- All-Conference Champion (wrestling) - 2009
- Most Improved Player (Baseball) – 2007-08
- Sportsmanship Star Award Athlete (Soccer) – 2007-08
- Student/Athlete of the Week – 2008-09
- Student and Athlete of Character - 2009
- Student/Athlete of the Year – 2009-10
- ◆ Woodrow Wilson Undergraduate Research Fellowship
- Ibrahim Leadership and Dialogue Project
- Johns Hopkins University Muslim Association Alumni Scholarship
- PTSO Scholarship
- ◆ National Merit Commended
- Maryland Distinguished Scholar
- Sondheim Public Affairs Scholar at UMBC
- ◆ Inducted into the National Society of Collegiate Scholars
- ◆ Teenager of the Year
- Art Student of the Year
- Homecoming King
- Prom King
- ◆ I received the Board of Trustees Scholarship at Wor-Wic Community College. There are numerous scholarships that I received that I simply cannot recall at this time.
- ◆ Baltimore Scholars (Four-year, full-tuition scholarship to study and Johns Hopkins University), Maryland Distinguished Scholar (\$12,000)
- ◆ Eagle Scout
- ◆ Maryland Distinguished Scholar
- ◆ Lilly Endowment Scholarship
- Indiana State Teachers Association Educator Scholarship
- Phi Delta Kappa Emeritus Scholarship
- Brownsburg High School Faculty Scholarship
- Butler Housing Award
- National Society of HS Scholars
- Nation Society of Collegiate Scholars
- Alpha Lambda Delta honor society for college freshmen
- ◆ DHS Scholar, Rabin Fellow (Israeli Embassy Program), John Carroll Fellow (Georgetown), Robert C. Byrd Scholarship
- ◆ JAMES ROUSE SCHOLARSHIP
- ◆ National Achievement Scholar Finalist
- AP Scholar with Honor
- ◆ NFAA national scholar
- ◆ National Society of Collegiate Scholars
- ◆ Georgia Hope Scholarship
- ◆ Paul H. Nitze Scholarship
- Omicron Delta Kappa National Leadership Honors Society
- Phi Beta Kappa National Honors Society
- Maryland Distinguished Scholar
- Maryland Senatorial Scholarship
- Girl Scout Gold Award Educational Scholarship

- ◆ Inducted into the Sigma Xi Research Society
- ◆ Harry S. Trumam Scholarship
- ◆ Valedictorian Scholarship
- ◆ Woman of Promise 2009
- ◆ possible Fulbright -- still waiting to hear!

17. Have you used your Carson Scholarship to help pay for college?

92% (244) Yes 8% (21) No

18. if you have not used your Carson Scholarship to help pay for college, why not? (Select all that apply)

- 0 I have not yet completed high school
- 16 I have not used it yet, but plan to
- 6 I received a full scholarship
- 0 I do not plan to go to college
- 1 I forgot I had this scholarship
- 4 Other.

Please describe other:

- ◆ I don't know the process of receiving the scholarship.
- ◆ I am not sure whether I have claimed it or not.
- ◆ I thought that i could only use it if I attended a 4 year college, and I'm attending a community college and didn't think I could use it.
- ◆ i forgot to send the release form!

19. Are you currently: Select all that apply.

- 84% (261) Primarily in school
- 14% (43) Primarily working (\Skip to Question #23)
- .3% (1) Serving as a VISTA worker, AmeriCorps member, in the Peace Corps (**Skip to Question 23**)
- 0 Actively serving in the military (**Skip to Question 23**)
- .3% (1) Unemployed (**Skip to Question 20**)
- 1% (4) Other (**Skip to Question 20**)

Please describe Other:

- ◆ In school full time and working two jobs
- ◆ I am teaching English in Japan with the JET Program.
- ◆ volunteering, part-time work, freelance work
- ◆ I work full time and attend law school in the evening.

20. If you are currently in school, what type of degree are you working on? Select one.

- 0 GED (or high school equivalency)
- .8% (2) High school diploma
- 3% (8) Associate's degree
- 222 (85%) Bachelor's degree
- 3% (8) Master's degree (e.g., MSW, MBA)
- 0 Law degree (JD)
- 2% (5) Medical degree (MD)

2% (5)

Ph.D.

4% (10)

Other.

Please describe Other:

- ◆ OD
- ◆ not sure. Bursing Prep is my major right now.
- ◆ bachelor's and master's degrees. BA/MPP
- ◆ Au.D
- ◆ Undecided
- ◆ I'm not sure
- ◆ taking classes to apply to dental school
- ◆ DMD
- ◆ Doctor of Pharmacy degree
- ◆ possible second bachelor's degree

21. In your most recently attended or current school, are your letter grades in school mostly: *Select one.*

68% (177)

A's

2% (4)

C's

31% (81)

B's

0

Less than C's

22. If you are currently an undergraduate student are you a:

35% (90) Freshman

22% (58) Junior

19% (50) Sophomore

15% (39) Senior

9% (23) I am not currently an undergraduate

23. Which type of work category best describes what you do? *Select One.*

9% (4) Arts, design, culture, media and sports

9% (4) Business and financial professional or associate

2% (1) Clerical or administrative

2% (1) Commercial, industrial and public sector

7% (3) Education

13% (6) Engineering

9% (4) Government

16% (7) Health professional or associate

2% (1) Information technology

2% (1) Legal

2% (1) Marketing, sales or advertising

11% (5) Scientific research, analysis and development

2% (1) Social and welfare

13% (6) Other

Please describe Other:

- ◆ Nursing
- ◆ Sports
- ◆ Higher Education-Student Services
- ◆ Food Service
- ◆ Nonprofit think tank (social science research)
- ◆ Manager in Food Service

24. If you have already completed college, approximately what were your earnings for 2010?

- 8% (3) no income
- 14% (5) less than \$5,000
- 6% (2) \$5,001 - \$10,000
- 6% (2) \$10,001-\$20,000
- 11% (4) \$20,001 - \$30,000
- 8% (3) \$30,001 - \$40,000
- 11% (4) \$40,001 - \$50,000
- 22% (8) \$50,001 - \$75,000
- 8% (3) \$75,001 - \$100,000
- 6% (2) \$100,001 - \$200,000
- 0 \$200,001 - \$400,000
- 0 over \$400,00

Giving Back

Now we would like to ask you a few questions about your current involvement in community service and leadership activities.

25. During the past year have you served in a leadership role in your: (Select all that apply).

- 138 Community
- 186 School (e.g., held an office in student government, PTA, club, fraternity/sorority)
- 65 Religious Organization
- 115 Job
- 6 Other.

Please describe Other:

- ◆ Non-Profit Organizations: Inaugural Indiana Legislative Youth Advisory Council - 2 yrs
- ◆ none
- ◆ Participated in various activities on campus and in my church, but not in a leadership role.
- ◆ Fraternity
- ◆ Former High School
- ◆ Mentor with Team in Training, Leukemia & Lymphoma Society

26. Over the past year (in 2010), have you done any volunteer work?

87% (270) Yes 13% (41) No

[If no skip to question #29]

27. About how many hours did you volunteer during the past month?

About how many hours did you volunteer during the past month?	
0	72 (28%)
1-25 hours	167 (65%)
26-100 hours	18 (7%)
>100 hours	1 (.3%)
TOTAL N	258

28. About how many hours did you volunteer during the past year (in 2010)?

About how many hours did you volunteer during the past year (2010)?	
1-25 hours	90 (36%)
26-100 hours	116 (47%)
101-500 hours	40 (16%)
>500 hours	3 (1%)
TOTAL N	249

29. Since you graduated from high school have you served: *Select all that apply.*

- 35 On a non-profit board
- 26 On a community task force
- 29 On a school board
- 6 As a public servant (e.g., city council member, mayor, senator)
- 139 As a mentor for youth
- 17 Other.

Please describe Other:

- ◆ Lion Ambassadors
- ◆ Museum educator
- ◆ Volunteer tutor, volunteer at hospital
- ◆ School organization leader
- ◆ college newspaper, fraternity
- ◆ tutor
- ◆ I am an Instructional Assistant for an after school program.
- ◆ Orientation leader at my college, and a club officer
- ◆ Community volunteer
- ◆ Club executive board, University senate, tour guide for university
- ◆ Peer Sexual Educator
- ◆ Student Missionary
- ◆ none
- ◆ none
- ◆ Sorority Executive Board/ Professional Society Executive Board
- ◆ leader in Girl Guides; leader in ethnic expat community
- ◆ various one-time opportunities such as cleaning up a park, serving meals, building homes, etc.

30. Please estimate how much money you personally gave to charitable causes in 2010.

Please estimate how much money you personally gave to charitable causes in 2010.	
\$0	59 (25%)
\$1-\$50	79 (34%)
\$51-\$100	44 (19%)
\$101-\$200	13 (6%)
\$201-\$500	22 (10%)
\$501-\$1000	7 (3%)
>\$1000	8 (3%)
TOTAL N	232

About you

Finally, we have a few background questions about you.

31. How old are you?

15	<u>0%</u>
16	<u>0%</u>
17	<u>1% (3)</u>
18	<u>20% (61)</u>
19	<u>21% (66)</u>
20	<u>15% (48)</u>
21	<u>18% (55)</u>
22	<u>8% (26)</u>
23	<u>4% (13)</u>
24	<u>3% (10)</u>
25	<u>3% (10)</u>
26	<u>2% (6)</u>
27	<u>1% (4)</u>
28	<u>1% (3)</u>
29	<u>0%</u>
30	<u>.3% (1)</u>
31	<u>1% (3)</u>
32	<u>0.3% (1)</u>
33	<u>0%</u>
34	<u>0%</u>
35	<u>0%</u>
Older than 35 (specify) <u>0.3% 1</u>	
Specify Older than 35	
♦ <u>39</u>	

32. Are you:

30% (93) Male 70% (217) Female

33. What is your predominant race or ethnic background?

- 3% (1) Arab American
- 8% (24) Asian/Asian American/Pacific Islander
- 36% (112) African-American/Black (Non-Hispanic)
- 2% (7) Latino/a/Hispanic
- 0 Native American
- 51% (157) White (Caucasian, Non-Hispanic)
- 3% (9) Other

Please describe Other:

- ◆ Brazilian/American
- ◆ South Asian
- ◆ white and pacific islander
- ◆ Pakistani
- ◆ Cape Verdean
- ◆ Mixed
- ◆ Indian American
- ◆ African
- ◆ Mixed

34. Are you currently married?

3% (9) Yes 97% (298) No

35. Do you have any children?

3% (10) Yes 97% (298) No

36. Would you describe yourself as a religious or spiritual person?

69% (213) Yes 31% (97) No (If no, skip to Q38)

37. If you would describe yourself as a religious or spiritual person, how often do you attend a religious service of any type?

- 48% (102) Weekly
- 23% (49) Once or twice a month
- 20% (43) A few times a year
- 1% (3) About once a year
- 3% (6) Less than once a year
- 4% (9) Never

38. Did any of your parents, step parents or guardians attend college?

80% (248) Yes 20% (62) No

39. Are you interested in: *Select all that apply.*

- 109 Receiving updates about the Carson Scholars Fund
- 59 Connecting with other Carson Scholar alumni through Facebook
- 118 Participating in Carson Scholar alumni events
- 79 Being a contact for Carson Scholars who move to the area where you live
- 139 Serving as a mentor to current Carson Scholars who are going to (or thinking of going to) your college
- 24 Becoming a donor to the Carson Scholars Fund
- 47 Having a directory of Carson Scholar Alumni
- 23 Having a Carson Scholar Alumni club at your college
- 59 Participating in the Alumni Speaker's Panel (speaking at schools or Carson Scholars Fund events)
- 71 Volunteering at Carson Scholars Fund events or the Carson Scholars Fund office
- 3 Other type of engagement with the Carson Scholars Fund

Please describe Other:

- ◆ Volunteering during the summer
- ◆ Networking, getting to know other scholars, internships, mentorships, opportunities for more scholarships
- ◆ I would be interested in helping out, but I am studying abroad and will not be back in the states for a while. Sorry!

40. Do you have any additional thoughts or comments about the Carson Scholars Fund?

- ◆ I would like to become a donor in the future, but right now I do not have the means to contribute to the fund.
- ◆ Thank you for the opportunity and for caring about academics and student success so much!
- ◆ Your organization is wonderful and I am so thankful for all that you do to help make college more affordable for students.
- ◆ It's absolutely wonderful!
- ◆ To do more activities with connecting college students who are alumni. Meet and greets, job fairs, etc.
- ◆ I am very thankful for the scholarship, because it really has opened up so many doors for my future. I am willing to help in any way that I can.
- ◆ Great program benefiting all involved
- ◆ Thank you for the opportunity to allow me to continue with my educational goals and for making me realize that "Yes, I can do it."
- ◆ This scholarship overall is just a great program and it will continue to help and encourage students for years to come as they have done for me.
- ◆ N/A
- ◆ Thank you for all the opportunities that have come along with this prestigious award.
- ◆ no, just proud to be a scholars
- ◆ In case I don't get to send a formal card like I should, THANK YOU!!! To Dr. Carson and his family, to you all at the organization who do all that you do, and to the donors who made this possible. The Carson Scholarship was definitely a bright spot for me as I look back over my life so far and in a very tangible way helped me get to and through college.
- ◆ Although I would have enjoyed receiving more than one scholarship, the decision to give to many students (rather than repeat) was a good one. Thanks for the opportunity!

- ◆ Can there be an alumni scholarship for students already in college?
- ◆ No
- ◆ I think that the Carson Scholars Fund is an excellent program. It has impacted the lives of thousands of children and their families. I am very thankful for such an honor and for the financial assistance.
- ◆ Carson Scholars Fund is a great scholarship.
- ◆ THANK YOU!
- ◆ The awards banquet was really special and I loved getting to hear Dr. Carson speak in person and meet other Carson Scholar recipients.
- ◆ I continue to read Dr. Carson's published books as they come out. I received one book, "Take the Risk," at a Carson Scholar reunion dinner at Toby's Dinner Theatre. I enjoyed the book very much and would like to thank the Carson Scholar organization for setting up the event, Dr. Carson for attending the event, and the opportunity to help out any outreaches in the future by completing this survey. Thanks again, and God bless!
- ◆ Winning the Carson Scholarship was a highlight of my life and I am thankful to those who gave me the opportunity.
- ◆ I miss being a part of it.
- ◆ Thank you for your generosity and investments in young people.
- ◆ I would like for the Carson Scholars Fund to have an annual meeting with alumni to network and receive other benefits such as internships and more scholarships.
- ◆ It is a truly wonderful program, and I am thankful for being a part of it. Now that I am away at college, it is difficult to stay directly connected to the program but I certainly will try to attend any alumni events.
- ◆ Again, I have no connection with the Carson Scholarship Fund. After winning in the 6th grade, I applied again as an 8th grader, spending hours and hours researching Lincoln for an essay prompt, and I didn't win. Since then, I have felt no loyalty towards Carson Scholars and do NOT see myself as a "Carson Scholar." I do not agree with Dr. Carson's emphasis on religion, and don't believe God is dictating my path. I do not wish to become more involved in the organization because it doesn't mean anything to me. Dr. Carson is doing good things, but it is a part of my life I do not think about or believe to be significant.
- ◆ N/A
- ◆ Thank you.
- ◆ I was very disenchanted when I did not receive the Carson Scholarship after moving out of the Baltimore City school district. Nothing about me had changed. My grades were just as good, if not better, than they were in middle school; I was enrolled in a Law and Public Policy Magnet Program in high school; and I participated in three times as many extra-curricular activities. I could not help but think generalizations about race and location play a larger role in determining worthy students than those at the Carson Scholars Fund would like to admit.
- ◆ Great Program! VERY INSPIRING!
- ◆ Owe Dr. Carson and the foundation so much! I'm well on my way to medical school. Thanks!
- ◆ No
- ◆ It was a great experience and really helped shape my life to what it has become. Thank you.
- ◆ This scholarship really came in hand when finances to pay for school weren't looking too good. I really appreciate the Carson Scholars Fund.
- ◆ I would like to thank the Carson Scholars Fund for all the help they have given me in being able to attend college.
- ◆ This scholarship was a great way to acknowledge my academic success, and was very instrumental in helping me pay for college.
- ◆ Thank you Carson for the opportunity.
- ◆ Thank you for this wonderful honor.
- ◆ N/A
- ◆ I am very thankful for the scholarship it provided and for being able to learn about Dr. Carson's inspirational life.

- ◆ No not at this time. Thanks for the scholarship money and the positive recognition that comes with being known as a Carson Scholar!
- ◆ It's been a great honor to have a connection to such a great organization
- ◆ Thank you. I am grateful.
- ◆ Thank You for helping others, as you have helped me; and hope you will continue to do so.
- ◆ I believe that if anybody has the opportunity to apply for a Carson Scholarship that they should. It was such an important event in my life, and really made me proud to be able to say that I am a Carson Scholar.
- ◆ Thank You:)
- ◆ I really appreciated the support given from the Carson Scholars Fund in monetary and emotional support. I'm also glad to know I'm still in the database and there's the potential for being contacted more in the future.
- ◆ I am in the process starting a foundation with the basis of mentoring in Baltimore City Public Schools. I wanted to know if the Carson Scholars Fund would participate in our programs as speakers etc.
- ◆ If given to the right person, the Carson Scholarship can really make a difference.
- ◆ This is a great program and I would love to help guide young students in any way that I can.
- ◆ I truly believe that it is about time that the Carson Scholarship Foundation moves to unite all of its alumni in order to form a strong community. I do look forward to hearing more and participating at events.
- ◆ Thank you for what you do!
- ◆ I believe that this program was an amazing blessing and appreciate all that has been done for me.
- ◆ Thanks for everything! and with the Facebook page, I'll never forget!
- ◆ Pay it forward, please keep this important program going.
- ◆ n/a
- ◆ I appreciate the Carson Scholars Fund.
- ◆ I appreciate your recognition of academic excellence and encouragement of young people to pursue further education. Higher education is increasingly demanded by employers and encouraged by family, however, unlike many other advanced countries in the world (e.g. Canada, the UK, Finland, Estonia and other EU countries), college is nigh unaffordable in the United States (Pell grants, need-based scholarships and financial aid, etc., may be provided, however many people fall between the cracks if, e.g. they come from families that earn too much to qualify but not enough to pay for school, or they come from families in special circumstances that are not recognized by FAFSA or the schools they wish to attend; I myself am one of these people), and so I am glad you are able to offer any support at all to many young scholars. \$1,000 isn't enough to even cover a mandatory meal plan or room and board or even textbooks for a year at many schools, however when there are so many and such high costs involved in going to school, any little bit helps, honestly--that \$1,000 could go toward providing a student with a much-needed and very useful laptop, covering transportation costs, helping a student furnish a bare and uncomfortable dorm room... On behalf of myself and all other past, current and future college students you support, as well as their family, friends and supporters, thank you.
- ◆ I am, and always will be, grateful for Dr. Carson's commitment to the community and youth of America.
- ◆ I am very, very, very thankful for this opportunity. Thank you so much.
- ◆ I appreciate everything you have done for me! Thank you!
- ◆ I'd like to see more information about the prestige of the award sent to its recipients. Like I said before, I did not see past my cash scholarship into what I had actually achieved for myself.
- ◆ :)
- ◆ Thanks!
- ◆ Thank you!
- ◆ Thank you so much for making these scholarship opportunities possible!
- ◆ Thank you so much!!

Thank you for your time!