

The results of the learning outcomes for the ETS program for school year 2007-08 are as follows. The information was collected throughout the school year (September 1, 2007 through August 31, 2008) in the Blumen Database and then reported in the Department of Education Talent Search Annual Performance Report. The Educational Talent Search Program is funded to serve 850 participants of which 566 (67%) are to be identified as both low-income and potential first generation (LIFG) students. The program was successful identifying more than 67% (74%) as LIFG, but was only successful recruiting and serving 722 participants, 128 less than it is funded to serve. Of the 722 participants served during the academic year 2007-08, 611 participants were identified as non-senior (6-11th graders) participants. Of those, 576 (94.3%) were promoted to the next grade level in middle or high school and 10 (1.6%) were retained in their current grade. Additionally, there were 25 (4.1%) students who were unable to be tracked. Of the 722 participants served by ETS during this time, 111 were high school seniors. Ninety-eight percent (109) of the senior participants successfully graduated from high school with the additional 2% (2) not graduating due to not passing the state mandated exit level TAKS test. Eighty-six percent (95) of the graduating senior participants applied for admission to a program of postsecondary education through the completion of the Texas Common Application and Private and Proprietary school application forms. Additionally, 92 (83%) of the graduating seniors applied for financial aid by completing the Free Application for Federal Student Aid (FAFSA) and various scholarship applications. Lastly, 82 (74%) of the 111 graduating seniors enrolled in an institution of postsecondary education.

The results from the report will be used to determine whether or not the program met and/or exceeded its objectives. The ETS Program will use the data results to make improvements and enhance the program's services for student success in the areas of retention, graduation and postsecondary enrollment.

VP SA Log#

Date

January 27, 2009

Assessment Review/Update Form for Student Affairs

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Department: Educational Talent Search Program

Assessment Title: Annual Performance Review for 2007-08

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Response Rate: Identify demographics of respondents; include the number mailed or interviewed and the number completed.

722 Participants, between the ages of 11 and 20. 281 were male, 441 female. 535 were low-income and first-generation students, 42 were low-income only, 117 were potential first generation only, and 28 were identified as other. There were 542 participants from Austin ISD and 180 from Manor ISD.

Summary of Findings: Attach executive summary, table and figures, if applicable. What did you learn?

***Please refer to Attachment I***

Distribution: List groups that will receive reports (oral or written) from this assessment.

ETS Stakeholders  
Department of Education  
MSA  
Student Affairs office  
ETS staff

Recommendations/Action Plan: Describe specific actions or programmatic changes you will make resulting from this assessment.

- Educational Talent Search advisors will make more concentrated efforts in recruiting. This will come through increased classroom presentations and mixers. Additionally, we are exploring the possibility of a new partnership with the district wide college preparatory program, AVID (Advancement Via Individual Determination).
- The program director has revised the advisors monthly reports to detailed information that tracks progress towards our goals.
- We have devised a system in which documentation is gathered in field, relayed to the office, and entered into the Blumen database.

**Changes made after assessment (Fall, Spring or Summer):**

This Spring, ETS has made the following changes:

- ETS Advisors have developed recruitment plans and submitted them to the Director for monitoring.
- ETS forms have been revised and the Blumen database has been updated to make data entry more consistent.
- Monthly reports have been revised to include detailed information to ensure progress towards goals and objectives are measured monthly
- Policy and procedure has been established to create continuity in document gathering to ensure credit is received for all services provided to program participants.

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Return completed form to Susan Thompson, Research Associate in the VPSA Office, 980 J.C. Kellam, before the end of the semester in which the assessment was conducted.

**Attachment I**

<b><u>2007 – 2008 ETS Program Objectives and Results</u></b>	
<b><u>Objective</u></b>	<b><u>Result</u></b>
1 <b><u>90%</u></b> of non-senior participants to be served during each budget period will be promoted to the next grade level at the end of the academic school year.	<b>94%</b> of non-senior participants were promoted to the next grade level.
2 <b><u>85%</u></b> of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each budget period.	<b>98%</b> of high school seniors and their equivalents graduated from secondary school or received their high school equivalency.
3 <b><u>90%</u></b> of “college ready” project participants will apply for financial aid during each project period.	<p><b>83%</b> of “college ready” participants applied for financial aid.</p> <p>We learned the program lacks consistency in documentation gathering. As a result proof of completion was not available for a number of participants who completed financial aid applications. Therefore, we were not able to receive credit for students whom we did not have documentation.</p> <p>To rectify this problem, we have devised a system in which documentation will be gathered, turned in to the program administrative assistant, and entered into the Blumen database. This process will be administered by the director and administrative assistant. Furthermore, it will allow us to better track progress towards meeting our objectives.</p>
4 <b><u>90%</u></b> of “college ready” participants will apply to postsecondary school during each budget period.	<p><b>86%</b> of “college ready” participants applied for admission to one or more institutions of postsecondary education.</p> <p>We learned the program lacks consistency in documentation gathering. As a result proof of completion was not available for a number of participants who completed college admission applications. Therefore, we were not able to receive credit for students whom we did not have documentation.</p> <p>To rectify this problem, we have devised a system in which documentation will be gathered, turned in to the program administrative assistant, and entered into the Blumen database. This process will be administered by the director and administrative assistant. Furthermore, it will allow us to better track progress towards meeting our objectives.</p>
5 <b><u>80%</u></b> of “college ready” participants will enroll in a program of postsecondary education during each budget project period (or during the next fall term).	<p><b>74%</b> of “college ready” participants enrolled in a program of postsecondary education.</p> <p>As a result of not meeting this objective, we learned we must develop additional ways beyond the National Student Clearing House (NSCH) to track post secondary</p>

		<p>enrollment. Furthermore, we found that we did not have current contact information for several students creating instances where we were not able to contact the student for verification. Thus, we were not able to receive credit for students whom we did not have verification of enrollment.</p> <p>To rectify this issue, the director has implemented policy that requires advisors to turn in documentation for all schools in which the student applies. If the student cannot be located via NSCH, we will then contact the institutions directly using the FERPA release the student and their parent had signed to verify enrollment. Additionally, we will have senior participants re-verify contact information prior to graduation to ensure the information is accurate and we can contact them directly via phone or e-mail if needed.</p>
6	Assure that <b>60%</b> of participants identified as drop-outs of secondary school will be assisted to re-enter a program of education	During this budget period, there were no participants identified as secondary school drop-outs.
7	<b>(850)</b> eligible individuals will be identified and selected to participate in the Educational Talent Search (ETS) program each year. Two-thirds (2/3) of ETS participants will be low-income and potential first generation college students by the end of each budget year.	<p>The program was successful identifying <b>74%</b> as LIFG, but was only successful recruiting and serving 722 participants, 128 less than it is funded to serve. This was attributed to changes in school administration, which had a direct impact on our recruitment efforts. With these changes, we are forced to redefine the scope of the program under the new administration. This significantly reduces opportunities to recruit within the schools.</p> <p>As a result, the director will be taking a hands-on approach to meet this objective. Advisors who have not met their number are required to develop and execute a recruitment plan under the direct supervision of the director. Additionally, the advisor is required to meet with the director monthly to track progress on the recruitment plan and make changes when needed. Furthermore, the director is currently piloting a partnership with AVID (Advancement Via Individual Determination), the district based college preparatory program. This partnership will allow us to automatically recruit and potentially serve 150 students per school that have already been identified as having the potential to succeed in post-secondary education.</p>
8	<b>70%</b> of ETS participants will be provided with opportunities to use technology as a communication, research, problem-solving, or decision making tool each project year.	<b>100%</b> of ETS participants were provided with opportunities to use technology as a communication, research, problem-solving, or decision making tool.