

# **ANNUAL REPORT 2016-2017**

## **Early Outreach and Support Programs**

TRiO

Educational Talent Search

## TRIO/EDUCATIONAL TALENT SEARCH

### I. MISSION STATEMENT

Educational Talent Search (ETS) is committed to academically prepare and motivate low-income, first-generation college students for success in postsecondary education.

*The Educational Talent Search program is aligned with CSU, Chico's Mission, Values and Vision statements and the first strategic priority to "recruit, enroll, support, and graduate a diverse and high-quality student population."*

#### History at California State University, Chico

*Educational Talent Search I (Funded in 1990 to serve 825 students)* - the target population is comprised of students in grades 6 -12 who attend 15 target schools (Anna McKenney Intermediate, Bidwell Junior, Central Middle, CK Price Intermediate, Gray Avenue Middle, Las Plumas High, Live Oak High, Live Oak Middle, Marsh Junior High, Marysville High, Orland High, Oroville High, Pleasant Valley High, Willows High and Yuba City High) in four counties (Butte, Glenn, Sutter and Yuba).

*Educational Talent Search II (Funded in 2006 to serve 503 students)* - the target population is comprised of students in grades 6 -12 who attend 8 target schools (Chico Junior, Chico High Gridley High, Hamilton Elementary, Hamilton Union High, Los Molinos High, Paradise High, and Williams Junior/Senior High) in five counties (Butte, Colusa, Glenn, Sutter and Tehama).

#### Department Goals (Performance Objectives required by the U.S. Department of Education)

Program Objectives:

1. **Secondary School Persistence:** 90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.
2. **Secondary School Graduation:**
  - 85% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.
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  - 40% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.
3. **Postsecondary Education Enrollment:** 75% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g., spring term).
4. **Postsecondary Attainment:** 40% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years.

### II. ETS ACCOMPLISHMENTS

- New Advisor – Sandra Torres joined the ETS/MESA family bringing a wealth of knowledge, energy and passion to serve students. Sandra is a graduate of CSU, Chico with a Bachelor of Science in Mathematics.
- Successfully recruited and served 1,357 students in grades 6<sup>th</sup>-12<sup>th</sup> at 23 target schools – low-income, first generation college students are being motivated and prepared to attend college at a young age! On average, approximately 70-90 ETS students enroll at CSU, Chico each fall.
- Monthly Workshops – ETS advisors visit their assigned schools each month and present workshops according to grade level on topics such as career awareness, college requirements, time management, ACT/SAT preparation, scholarships, personal statements, financial literacy applying to college and

financial aid. In addition, advisors guide seniors step-by-step through the college, financial aid, and educational support programs (EOP, SSS, EOPS) processes and applications.

- Conferences hosted at CSU, Chico – students attended hands-on workshops at CSU, Chico facilitated by university faculty/staff, volunteers and students.
  - **Senior Admissions Seminar (131 students)** – representatives from UC Davis, CSU Chico, and Butte College presented to students about admissions, EOP/EOP&S, financial aid, scholarships and studying abroad.



Krystal Tonga, CSU, Chico Cross Cultural Center, facilitating an ice-breaker with ETS students at Senior Admissions Seminar.



ETS students taking notes at University of California application process workshop at Senior Admissions Seminar.



ETS students listening to Financial Aid presentation at Senior Admissions Seminar.



ETS students attending Senior Admissions Seminar.



ETS students attending Senior Admissions Seminar.

- **Junior Success Seminar (103 students)** – Study Smart Tutors Inc., presented SAT test preparation in an interactive and academically challenging way. They gave students tips and explained what to expect on the test so they are better prepared for when they take it.

- **STEM Academy (103 students total, 84 ETS students)** – in collaboration with the CSU, Chico student organization Latinos in Technical Careers and the Foor Foundation, 6<sup>th</sup>- 9<sup>th</sup> grade students experienced hands on, interactive workshops presented to motivate them to attend college and pursue a STEM career. Students attended workshops where they built electric motors, made concrete coasters and toothpaste, and built rockets. Students also toured engineering labs with CSU, Chico alumni who are now engineers. Prior to the conference, students submitted essays on “if they could build a house out of any material, what would it be and why.” The three strongest essays were awarded a drone, tablet, or a GoPro camera.



ETS students building rockets and motors at STEM Academy.



ETS students about to launch the rocket they built with help from a CSU, Chico engineering student from the National Society of Black Engineers.



Group picture from the STEM Academy.

- **Jumpstart (will be hosted on August 9, 2017)** – the ETS Alumni Association and ETS staff will welcome first time freshman attending college in the fall. Workshops will include the difference between college and high school, advising resources, financial aid/budgeting, how to thrive as a college student, a student panel and available resources on college campuses to promote academic success.
- **College Visits (116 students)** – students in 11<sup>th</sup> and 12<sup>th</sup> grade visited UC Berkeley, UC Davis, UC Merced, UC Santa Cruz, Stanford University, University of the Pacific, Sacramento State, San Francisco State, CSU Stanislaus, San Jose State, and Sonoma State, during three overnight college visits.



Pictured left: ETS students on a campus visit. Pictured right: ETS students touring UC, Berkeley



Pictured left: ETS students touring UC Berkeley Pictured right: ETS students touring Stanford University

### Summer Programs –

- **Butte College Summer Connection (125 students total, 76 ETS students):** in collaboration with Butte College, students participated in a three-week academic program offered to students in grades 6-10. The mission of Summer Connection is to provide the students with a real-life college experience through a student learning outcome based curriculum. Courses taught were Kinesiology, Computer Arts, Multicultural Studies, Ceramics, Study Skills and an elective. College, career and cultural awareness was taught in the elective course. Laryl Lee, ETS advisor, presented on the Hmong culture. Each group was mentored by CSU, Chico and Butte College students that provide positive role models and inspired students to attend college.



Group picture of Butte College Summer Connection Program.



ETS students creating a college poster at the Summer Connection Program.



ETS students at the Summer Connection Program.



ETS students in Kinesiology class at Summer Connection program.



ETS student in Ceramics course at Summer Connection program.

- **Upward Bound Math/Science (51 students):** four to six week long summer academic programs designed to give students a college experience, develop academic skills, and excel in the fields of math and science.
  - CSU, Chico Upward Bound Math/Science – 33 *students*
  - Monterey Peninsula College Upward Bound Math/Science (hosted at UC, Santa Cruz)– 2 *students*
  - University of Hawaii, Hilo – 1 *student*
  - UC, Berkeley Upward Bound Math/Science – 15 *students*
- Resources and People Camp (2 students): in collaboration with the U.S. Forest Service, students attended the award winning natural resource program held at Camp Esther Applegate in the Southern Oregon Cascades. Students learned about Ecology, Forensics, Botany, Forestry and participated in various outdoor activities.
- Scholarships – ETS/MESA staff fundraised to award four \$300 scholarships that were awarded to students who will attend various institutions across California. The four awardees were:
  - Jocelyn Arriaga-Perez, Gridley High – will attend CSU, Chico
  - Hannah Peeler, Orland High – will attend CSU, San Diego
  - Eliza Rojas Palato, Yuba City High – will attend UC, Los Angeles
  - Shawn Vang, Willows High – will attend CSU, Chico

- **Cash for College** – in collaboration with our target high schools, CSU Chico, Butte College and Yuba College Financial Aid, we co-hosted ten Cash for College events where over 400 students and parents received information on financial aid. Most students submitted their FAFSA applications on the spot after their questions were answered.
- **CSU, Chico ETS Alumni Association (ETSAA)**, student organization – the Alumni Association develops and strengthens leadership skills, fosters unity, promotes retention of our students and encourages civic engagement. ETSAA volunteered at various events throughout the year (Jumpstart, Wildcat Welcome, student panels, etc.) and were excited to inspire current ETS students, as they shared about their college experience.
- **Friend of ETS Awards** – given to Gale Morgan (Chico High), Keith Shaw (Yuba City High), Angelica Magaña (CSU, Chico) and Pepe Villaseñor (CSU, Chico) for their never-ending dedication and support of the program.
- **NorCal WESTOP Scholarship Recipient** – Brigitte Dahrouj, Pleasant Valley High graduate currently attending CSU, Chico, was awarded the NorCal Leaders Scholarship. This scholarship allowed her to attend the Council for Opportunity in Education (COE) Policy Seminar in Washington D.C. where she met with congressional representatives to advocate for TRIO programs.
- **Council for Opportunity in Education National Leadership Congress** – Vanessa Ramirez was selected to be a counselor for TRIO students attending the National Student Leadership Congress hosted for one week at Georgetown University.
- **Leadership Positions held by ETS Staff** –
  - Leah Slem – lead choreographer for CSU, Chico Flash Mob to welcome President Hutchinson.
  - Vanessa Ramirez – presenter at annual WESTOP conference and counselor at COE National Student Leadership Congress.
  - Yolanda Salazar-Garcia – NorCal WESTOP scholarship committee member.
  - Diana Parra-Villaseñor – NorCal WESTOP Professional Development Seminar moderator and silent auction chair; facilitator for Educational Talent Search roundtable at annual WESTOP conference.

### Diversity Efforts

- **Assure hiring practices and current staff reflect diverse student population in program and on campus** – our professional staff is comprised of five female Latinas, one Caucasian female, and a Hmong male which is representative of both our program and campus population.
- **Actively participate in campus diversity efforts such as diversity trainings, retreats, and workshops** – staff attended “Conversations on Diversity,” “First Friday” and “LGBTQ Safe Zone Ally” presentations.
- **Develop and implement diversity awareness curriculum for ETS students** – staff is creating diversity awareness curriculum and activities to share/celebrate various cultures. Laryl Lee developed a presentation about the Hmong culture where he shared history, traditions, language, instruments, traditional clothing and his family’s story with 6<sup>th</sup>-10<sup>th</sup> grade students.
- **Develop relationship with Mechoopda tribe to prepare and motivate their students for higher education** – we are slowly developing trust with the Mechoopda tribe. We met with tribe leaders to introduce ourselves and share what our program offers. Tribe members went with ETS advisors to the schools in Chico to introduce them to the Mechoopda students. The students were invited to apply for our program, attend the STEM Academy and the Butte College Summer Connection program. So far, four Mechoopda students have applied to ETS and are taking advantage of the services being offered. We are committed to this relationship and will continue reaching out in the fall.

### III. CHANGES IN POLICIES AND PROCEDURES

Last July, CSU, Chico was notified Educational Talent Search was funded \$3,187,200 (\$637,440 annually for five years) to serve 1,328 students attending 23 schools.

### IV. RESOURCES SUMMARY

**Resource Allocation** – ETS completed the first year of a five year 2016-2021 grant cycle. Both ETS grants are funded at \$637,440 annually to serve 1,328 students (\$480 per student). We are able to successfully serve students on a very limited budget.

**Human Resources** – Uriel Delgado accepted a position at Woodland Community College in December 2016, so Sandra Torres was hired as an advisor.

### **Facilities/Equipment**

N/A

## **V. PROGRAM ASSESSMENT OF PAST YEAR**

The following Annual Objectives data corresponds to the 2015-2016 academic year. Due to the U.S. Department of Education reporting requirements, Educational Talent Search grantees complete annual reports in November, therefore 2016-2017 data is not yet available. All other information included in this report corresponds to the 2016-2107 academic year.

### **Program Objectives:**

1. **Secondary School Persistence:** 90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.  
Exceeded – 100% of non-senior participants completed the current academic year and continued in school the next academic year, at the next grade level.
2. **Secondary School Graduation:**
  - 85% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.
  - Exceeded – 100% of seniors graduated with a regular secondary school diploma
  - 
  - 40% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.
  - Exceeded – 72% of seniors that graduated completed a rigorous secondary school program of study
3. **Postsecondary Education Enrollment:** 75% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g., spring term).  
Exceeded – 91% of participants, who have graduated with a regular secondary school diploma, enrolled in an institution of higher education the fall term immediately following high school graduation.
4. **Postsecondary Attainment:** 40% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six year  
Still collecting data – the Higher Education Opportunity Act (HEOA) of 2008 amended the Higher Education Act of 1965 to add several new provisions and requirements for Federal TRiO programs. Specifically, the HEOA includes several new provisions for ETS programs stating ETS must now track students until they graduate from college, and track the percentage of students completing A-G requirements. Beginning with the class of 2012, we must track alumni for six years. Currently we are entering our sixth year of tracking college enrollment and persistence.

### **Ongoing Assessment Efforts**

#### **Annual Objectives for 2016-2017**

- Increase male enrollment in program – Met: last year, 34% of the students enrolled in our program were male, and this year 37% of the students are male, so there was an increase of 3%.
- Continue alumni tracking and strengthen our support/communication with alumni – Met: supported our alumni through advising, mentoring, supporting the ETS Alumni Association, writing letters of recommendation, hiring them for our summer program and as student assistants. We continued to track

our students through National Student Clearinghouse and attended graduations to celebrate their successes.

- Schedule parent meetings – Not met: we scheduled a parent meeting for our students/parents that would be attending the UC, Berkeley Upward Bound Math Science and will schedule regional parent meetings this next academic year.
- Plan for successful Butte College Summer Connection Program – Met: we met with Butte College staff throughout the spring semester to plan and based on the evaluations, it was a successful program that the students, instructors and team leaders truly enjoyed.

## Demographic Reporting

For the 2016-2017 academic year, 1,358 students were served by two ETS grants. Below is a demographic summary of the ethnicity of our student population, which is reflective of the schools we serve.

### ETS Program Ethnicity Breakdown

Total	Latino	Caucasian	Asian	African American	Native American	Pacific Islander
1358	713 (53%)	304 (22%)	253 (19%)	36 (3%)	29 (2%)	15 (1%)

## VI. ANALYSIS

Our program's goals are to academically prepare and motivate low-income, first generation youth for success in post-secondary education. We constantly evaluate our program to best serve our student's needs. Our ongoing assessment efforts include; an annual performance report to the U.S. Department of Education, evaluations from students on every event they attend, and an overall program evaluation before students graduate. After closely assessing the program, we meet in June to plan for the following year.

Below is a summary of the ETS college enrollment rates for the past ten years:

Academic Year	Students Served	Seniors	Seniors that Applied for Financial Aid	Seniors Enrolled in Postsecondary Education
2015-2016	1,355	299	287 = 96%	272 = 91%
2014-2015	1,414	285	279 = 98%	263 = 92%
2013-2014	1,306	268	260 = 97%	244 = 91%
2012-2013	1,363	291	278 = 96%	248 = 85%
2011-2012	1,309	321	302 = 94%	290 = 90%
2010-2011	1468	270	263 = 97%	248 = 92%
2009-2010	1,525	300	280 = 93%	267 = 89%
2008-2009	1,517	267	247 = 93%	245 = 92%
2007-2008	1,445	221	208 = 94%	195 = 88%
2006-2007	1,340	148	134 = 91%	135 = 91%

Alumni Support – ETS is mandated to track students for 6 years after they enroll in college. We will provide more support to the CSU, Chico ETS Alumni Association, provide computers/printers and space to study in our office, update National Student Clearinghouse information on our students enrolled in college, and reach out to students via email, phone calls and social media.

Male enrollment - we have constantly struggled to enroll male students in our program. This year, of the 1,357 students served, 63% were female and 37% were male. We meet with school counselors and administrators each fall and they have been diligent in referring males to our program, but getting the students to apply and commit to the program is challenging. We will continue to reach out to the male students and will follow up with them and their parents through phone calls and emails to encourage them to apply.

Butte College Summer Connection program – we are very fortunate to have a great rapport with the Butte College Recruitment and Outreach office that coordinates the three week summer program. In the past, ETS administered the program and this was the second year that Butte College took the lead in administering the program. ETS staff was present all summer long, helping administer the program, interacting with students, assisting instructors and team leaders, and teaching four days of the elective courses. We will schedule planning meetings in the fall to plan for another successful program next summer.

Parent meetings – we did not host any parent meetings this year, but we will schedule them once again next year. We understand the importance of educating parents and demystifying college by answering questions they have. Developing a partnership with them is critical for promoting postsecondary success.

#### **VII.PROGRAM OBJECTIVES FOR 2016-2017**

- Submit a successful Annual Performance Report to the Department of Education where all program objectives are met.
- Recruit and successfully serve 1,328 ETS students.
- Meet with Michael Thorpe from CSU, Chico Risk Management to ensure our program practices are in compliance with university regulations.
- Update staff trainings for risk management– Mandated reporting and child abuse/neglect, CPR/First Aid, and Active Shooter training. Ensure staff is aware of fire drill procedures at their school sites.