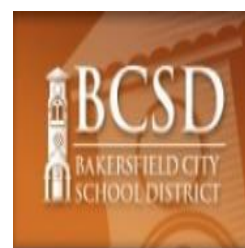




**California State University, Bakersfield**  
**Educational Talent Search Program**  
**Annual Performance**  
**Narrative Report**  
**2015-2016**

**U.S. Department of Education**



## Abstract

Upon receiving the Grant Award Notification from the U.S. Department of Education for the 2015-2016 school year, the Educational Talent Search program at the California State University of Bakersfield placed the plan of operation back in motion. During the fall and winter academic quarters the primary objective was to ensure that senior participants applied for admissions to institutions of postsecondary education. Senior participant students were provided individual guidance on completing their college admissions applications online. In addition to the weekly advising sessions, senior participants were also invited to the CSU Mentor On-Site Application workshops at their respective schools. The program staff also met with the middle school and high school underclassmen participants to advise them on the upcoming school year.

During the second half of the academic year, ETS staff prepared seniors and their families for the Cash for College sessions, which served the purpose of completing students' FAFSA applications as correctly as possible in a timely manner. The staff also ensured that senior participants followed up the required steps towards matriculation, and ultimately enrollment into a higher education institution. Underclassmen were also provided educational planning and advised about course selection options for the following school year. In conjunction with other institutions of higher education, schools, and community organizations, the project has developed and implemented strategies to facilitate activities in target areas to ensure that its goals, objectives, and outcomes are achieved.

The project will focus on vital priorities to appropriately provide services for disadvantaged homeless and foster youth, as well as low-income and potential first-generation college students. Our intention is to provide pertinent activities and essential required services to these students through a comprehensive curriculum and outreach program.

## Program Need

Kern High Schools' recent Academic Performance Index (**API**) scores are among the lowest in the state. The service region has long been characterized as educationally underserved with low college going rates. The last proposal that I submitted demonstrated that of the students enrolled in BCSD and KHSD, **87.6** and **68.8%** of students are from minority groups respectively. The target schools were selected because a high percentage of low-income students, ethnic minorities, and potential first-generation college students. Five of the targeted schools are high schools (KHSD) and three are middle schools (BCSD).

## Overview/Background

The Educational Talent Search (ETS) program from California State University, Bakersfield provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue their education and complete their postsecondary degree. The ETS program is a federally funded program that has existed on our CSUB campus for 31 years and is designed to assist low-income and first-generation students.

## Goal/Vision

**Goal:** The ETS program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in college. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

**Vision:** The Educational Talent Search program is dedicated to creating, promoting, and supporting a college-bound culture in the Kern County community.

## Intrusive Counseling Services

We intend to set the foundation and fundamental skills before students enroll into a post-secondary education. The services provided to our ETS population are as following:

- 1) Academic, financial, career, or personal counseling, which includes advice on entry or re-entry to secondary or postsecondary programs.
- 2) Career exploration and aptitude assessment.
- 3) Tutorial services: mating connection with campus services offered at each respective school.
- 4) Information regarding postsecondary education: **UC, CSU, CC, and private.**
- 5) Exposure to college campuses: Educational excursions to **CSU and UC** campuses.
- 6) Financial aid literacy: Understanding all **federal and state grants**, including **scholarships.**
- 7) Assistance in completing college admissions and financial aid applications via **Financial Aid Cash for College Workshops. College application workshops: UC, CSU, CC, and private.**
- 8) Assistance in preparing for college entrance exams: **ACT Prep Workshops.**
- 9) Mentoring programs: Two years prior, we completed a **Computers for Knowledge** at CSUB.
- 10) Special activities for sixth, seventh, and eighth graders:
- 11) Workshops for the families of participants.
- 12) Post-secondary enrollment, and **tracking of postsecondary degree progress.**

## Recruitment for Project

Throughout the academic year, the Director, Coordinator, and Educational Advisors meet with school site principals, counselors, guidance technicians, and other primary contact personnel. These meetings were held to introduce the ETS program to new contacts, and provide an overview of the previous academic school year, and set a yearly plan with continuing partners. The targeted school sites are included as the following: East, Highland, Shafter, South, and West high schools, as well as, Emerson, Sierra and Stiern middle schools. The plan was established to promote postsecondary education in Kern County, and in doing so, aim to increase the college going rate in the area. School site meetings were crucial to the success of ETS participation because it is through that partnership that provides the students a well-rounded experience and education regarding their academic goals and endeavors.

Each Educational Advisor conducted their recruitment process differently. Educational Advisors' recruitment efforts included classroom presentations, lunch-hour visits, workshops, on-sites, as well as academic counselor referrals.

## Approximate Number of Students Served Per Year

Kern High School District	Total	Bakersfield City School District	Total
Shafter High School	153	Emerson Middle School	7
Highland High School	161	Stiern Middle School	51
West High School	166	Sierra Middle School	56
South High School	174	Community	26
East High School	177		
<b>Total Participants:</b>			<b>971</b>

### Dates of Recruitment:

**Shafter:** 10/28/2015, 10/30/2015, 1/27/2015, 3/17/2015, 3/24/2015  
**Highland:** 9/16/2015, 9/21/2015, 9/23/2015, 9/28/2015, 9/30/2015  
**West:** 9/17/2015, 9/22/2015, 9/24/2015, 9/29/2015, 10/1/2015  
**South:** 9/15/2015, 9/17/2015, 9/22/2015, 9/24/2015, 9/29/2015  
**East:** 9/25/2015, 10/28/2015, 2/20/2015

### Needs Assessment

In an effort to assist students in all aspects of “Postsecondary [Education] Preparation, Study Skills Development, and Career Exploration,” the program followed the intake process of evaluating potential participants by assessing each participant’s interests, career-goals, academic potential, and need for services via the ETS application. To date 971 out of 971 (100%) program participants have been assessed for need.

A needs assessment is conducted annually to gauge each participant’s academic and other educational deficiencies that must be corrected to enable them to graduate from their respected secondary school and enroll in post-secondary educational programs. The program has actively provided exposure and orientation to postsecondary institutions by actively involving participants in fieldtrips, workshops, conferences or events, in efforts to assist in the promotion of non-seniors to the next grade level.

### Application Review

To assess each participant's need for services, for the 2015-2016 academic year, we developed a comprehensive plan of our participants’ interests, career goals, academic potential, and need for services using our program survey application. In collaboration with the Kern High School District and Bakersfield City School District, we worked extremely closely with educators, administrators, community agencies, and counselors to encourage low-income and first-generation college bound students (6<sup>th</sup>-12<sup>th</sup> grade) to stay in school, graduate, undertake a program of postsecondary education, and attain a degree within a six-year period. Academic counseling within a group and individual basis were conducted which served the purpose to advise students regarding deficiencies in their A-G course pattern (rigorous secondary program) or graduation requirements. This service is particularly crucial for entering freshmen to encourage and motivate them to enroll in a rigorous curriculum of study. Participants struggling with a specific academic discipline, were referred to pre-existing tutorial components or academic support services. Our joint collaborative efforts between targeted high schools,

other similar programs in the community, community agencies, and postsecondary educational institutions, collectively worked together to avoid the duplication of services.

### **High School Component Staff Responsibilities and Roles:**

For the 2015-2016 year, under the supervision of the ETS Director, the Coordinator, and Educational Advisors (EA's) were responsible for the coordination of project activities to ensure an effective delivery of counseling, tutorial, and learning assistance to program participants. The EA's provided academic advising, career advising, financial aid advising, and evaluation of the students' high school coursework progress. In addition, they assisted in the matriculation and enrollment process to junior colleges, CSU's, private institutions, UC's, and vocational institutions. The Advisors maintained positive working relations with the Educational Opportunity Program/Services (EOP/S), Financial Aid personnel, and other support services programs on the CSUB and Bakersfield College campuses.

### **Student Staff:**

There were three high school Peer Advisors (PA's) or student paraprofessionals that worked 10-15 hours per week with the high school program. Each of them is assigned a school, and his or her purpose is to provide a vital linkage between the students and our program services. They visited their school sites on a weekly basis and were available to discuss the following information with the ETS participants: 1) Detailed discussions regarding their career plans in detail, 2) Provided assistance with their class assignments, 3) Provided college admissions assistance, 4) Financial aid online application assistance, and 5) Played an essential part in monitoring the students' goals.

### **Additional Priorities for High School Component:**

The ETS program has begun to gather data for the 9<sup>th</sup>-11<sup>th</sup> graders in terms of the number of services we provide, such as: A-G Coursework evaluations, Tutorial Referrals, SAT/ACT preparation, and Financial Aid Literacy. The 2011-2012 year was the first year the program began the data collection and will continue to monitor data for the 2016-2017 school year. All participating targeted high schools are represented in the chart below.

We have developed strategies, direction, timelines, and assigned responsible personnel the following services in our plan of operation: 1) Increasing the overall knowledge of financial aid programs, 2) Making appropriate connections to tutorial programs, 3) Conducting pre-college workshops, 4) Assisting students with the enrollment process into post-secondary education, and 5) Following a random cohort of seniors for a six year period to track the completion of a postsecondary education program, that will lead to a certificate, associate, or baccalaureate degree.

For a visual representation of services provided, please see the project's 2015-2016 slideshow located at: <http://www.csub.edu/ets/>

### **Required services Mandated by the Department of Education**

## Required services Mandated by the Department of Education

NA

### High School Curriculum and Activities:

Online college applications, financial aid workshops, and monthly presentations were provided at each high school. The program also evaluated the needs of the ETS participants using **Needs Assessment Update** form, underclassmen checklists, and senior checklists. The ETS staff strived to meet with each individual as a priority goal, to discuss the students' interests in the following areas: 1) Financial aid assistance, 2) SAT/ACT preparation, 3) Admissions and application processes, 4) Interest in fieldtrips to colleges, 5) Reading or math tutoring, and 6) Study skills development workshops. Social and cultural activities were also provided for participants. Events such as fieldtrips to colleges and universities, museums, and activities at the CSUB campus were among the events aimed at giving students new experiences.

### Description of Services/Curriculum by Month:

Educational and peer advisors are at the high schools on a continual basis to present the information regarding college admissions, A-G course requirements, academic support, and educational advising. Every semester the educational advisor, peer advisor, and/or intern, evaluate the participants' transcripts and then meet with the students to discuss their need for academic planning.

Peer advisors meet at their respective school site once a week for an average of three to four hours a day. Each peer advisors' goal was to assist all cohort senior students with the admissions process. Other goals

consisted of registration for SAT and ACT examinations, personal statement assistance, help to fill out and complete college applications, and pin registration for the FAFSA, etc.

Towards the end of September and the entirety of October consisted of establishing a framework at all school sites. Once that was accomplished, educational and peer advisors began meeting with senior students at

their respective schools. Many of the school site visits in the month of October consisted of orientation and CSU applications.

In the month of November, the goal and vision for all educational and peer advisors was to complete the application process for all UC and CSU bound senior students. The Senior Day conference was hosted at CSUB for all ETS senior students on November 12<sup>th</sup>. This workshop was organized to guide senior participants step by step on their community college, CSU, and UC applications. November consisted with of much collaborative work with CSUB on-site admissions which resulted in successful admission application rates.

December predominantly was focused on in-house work and workshops. In addition, several pre-FAFSA application workshops were held at various school sites to prepare students and students’ families for the filing period, which was set to open on January 1<sup>st</sup>. In addition, during this month, middle school and high school students participated in the field trip to CSUN and UCLA.

### High School Workshops Schedules:

#### East:

#### Shafter:

<u>Date</u>	<u>Grade(s) Served</u>	<u>Activity</u>
9/14/2015	9th-11th	Recruiting
9/16/2015	9th-11th	Recruiting
9/21/2015	9th-11th	Recruiting
9/28/2015	9th-12th	Recruiting
9/30/2015	9th	Recruiting/Classroom presentations
10/5/2015	9th, 12th	CSU mentor app./Recruitment
10/7/2015	9th-12th	Recruitment/Recruitment Follow-up
10/12/2015	9th, 11th, 12th	Recruitment/Recruitment Follow-up
10/14/2015	9th, 10th, 12 <sup>th</sup>	Recruitment/Recruitment Follow-up
10/19/2015	12th, 11th	CSU mentor app./Recruitment
10/26/2015	9th, 11th, 12th	CSU mentor app./Recruitment
10/26/2015	9th-12th	ETS welcoming pizza party
10/28/2015	9th-11th	ACT/SAT workshop
11/2/2015	10th, 11th	ACT/SAT workshop
11/9/2015	11th, 12th	ACT/SAT workshop (11th); CSU mentor/EOP app. (12th)
11/18/2015	12th	CSU mentor/UC college applications
11/30/2015	12th	CSU mentor/UC college applications
2/10/2015	12	FAFSA
2/17/2016	12th	FAFSA Assistance
3/9/2016	10th, 11th	A-G & Tutoring & FAFSA & Field Trip
3/14/2016	9th-11th	A-G & Tutoring & FAFSA & Field Trip
3/16/2016	9th-11th	Field Trip invite
3/30/2016	9th-11th	Field Trip Invite/Collect Permission Slips
4/6/2016	9th-11th	Field Trip Invite/Collect Permission Slips
4/8/2016	9th-11th	Field Trip Day
4/13/2016	12th	Senior Follow Up: EPT/ELM, College Portal.
4/20/2016	12	Senior Follow Up: EPT/ELM, College Portal.
4/27/2016	12th	Senior Follow UP: EPT/ELM, College Portal.



5/2/2016	-	Got sent back/testing day
5/4/2016	11th	SAT/ACT Registration & FAFSA
5/9/2016	12th	Senior Follow UP: EPT/ELM, College Portal.

**South:**

<b><u>Date</u></b>	<b><u>Grade(s) Served</u></b>	<b><u>Activity</u></b>
9/15/2015	9th Grade	Recruitment
9/17/2015	9th Grade	Recruitment
9/22/2015	9th Grade	Recruitment
9/24/2015	9th Grade	Recruitment
9/29/2015	9th	Recruitment
10/1/2015	9th	Recruitment (Returning)
10/6/2015	12th	CSU On Site (outreach)
10/8/2015	12th	CSU Seniors CSU App
10/13/2015	12th	CSU Seniors CSU App

10/15/2015	12th	CSU Seniors CSU App
10/20/2015	9th,10th,11th	SAT/ACT Prep & FAFSA
10/22/2015	Office	
10/27/2015	12th	CSU Seniors CSU App
10/29/2015	12th	CSU Seniors CSU App & EOP
11/3/2015	12th	Bakersfield College Apps COLLABORATION
11/10/2015	12th	CSU Seniors CSU App & EOP
11/12/2015	12th	Collaboration w/ south & Cal-soap for college apps
11/17/2015	12th	All ETS staff -- CSU apps' UC
11/30/2015	12th	CSU Seniors CSU App & EOP...Computers not Working @ South
1/12/2016	10th	A-G requirements
1/14/2016	10th	A-G requirements
1/19/2016	12th	FAFSA
2/2/2016	11th	A-G requirements & Tutoring
2/9/2016	11th	A-G requirements & Tutoring
2/11/2016	9th	A-G requirements & Tutoring
2/16/2016	9th	A-G requirements & Tutoring
2/18/2016	9th	A-G requirements & Tutoring
2/23/2016	12th	FAFSA
2/25/2016	9th	A-G requirements
3/1/2016	12th	FAFSA
3/8/2016	10th,11th,12 <sup>th</sup>	a-g requirements, SAT Reg
3/15/2016	11th	SAT/ACT Prep/ Mentoring
3/17/2016	11th	SAT/ACT Prep/ Mentoring (No Internet)
3/29/2016	11th	SAT/ACT Registration & College Adventure Time
4/7/2016	11th,12th	Follow Up
4/12/2016	12th	Senior Follow up
4/14/2016	12th	Senior Follow up
4/19/2016	9th	New Freshmen
5/3/2016	12th	Follow up, Invitations, Exit Survey
5/5/2016	12th	Follow up, Invitations, Exit Survey

## West:

<u>Date</u>	<u>Grade(s) Served</u>	<u>Activity</u>
9/17/2015	10th,11th,12 <sup>th</sup>	Recruitment
9/22/2015	10th,11th	Recruitment
9/24/2015	9th,10th,11 <sup>th</sup>	Recruitment
9/29/2015	9th,11 <sup>th</sup>	Recruitment
10/1/2015	9th,10th,11th,12 <sup>th</sup>	Recruitment
10/6/2015	12 <sup>th</sup>	College Application Completion
10/13/2015	12 <sup>th</sup>	College Application Completion
10/15/2015	12 <sup>th</sup>	College Application Completion
10/20/2015	12 <sup>th</sup>	College Application Completion

10/22/2015	12 <sup>th</sup>	College Application Completion
10/27/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup> ,12 <sup>th</sup>	College Application Completion/Recruitment
11/3/2015	12 <sup>th</sup>	College Application Completion
11/10/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup>	Workshop -- SAT/ACT Prep
11/12/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup> ,12 <sup>th</sup>	New Recruit Kickoff/Orientation
11/19/2015	12 <sup>th</sup>	College Application Completion
11/30/2015	12 <sup>th</sup>	College Application Completion
1/12/2016	12 <sup>th</sup>	FSA ID/FAFSA
1/21/2016	12 <sup>th</sup>	FSA ID/FAFSA
2/4/2016	12 <sup>th</sup>	Cash 4 College Workshop
2/9/2016	12 <sup>th</sup>	FSA ID/FAFSA
2/16/2016	12 <sup>th</sup>	FSA ID/FAFSA
2/23/2016	12 <sup>th</sup>	FSA ID/FAFSA
3/9/2016	12 <sup>th</sup>	A-G Tracking Workshop/Tutoring Referral Workshop
3/10/2016	12 <sup>th</sup>	Financial Aid Literacy Workshop
3/29/2016	12 <sup>th</sup>	Field Trip Follow-Up/Senior Follow Up
4/4/2016	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup>	Field Trip- Waivers
4/12/2016	12 <sup>th</sup>	Senior Follow Ups
4/18/2016	12 <sup>th</sup>	Senior Follow Ups
4/26/2016	12 <sup>th</sup>	Senior Follow Ups/Exit Surveys/Collecting College Schedules
4/28/2016	12 <sup>th</sup>	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules
5/3/2016	12 <sup>th</sup>	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules
5/5/2016	12 <sup>th</sup>	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules
5/10/2016	12 <sup>th</sup>	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules

## Highland:

<u>Date</u>	<u>Grade(s) Served</u>	<u>Activity</u>
9/16/2015	9 <sup>th</sup> ,12 <sup>th</sup>	Recruitment
9/21/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup> ,12 <sup>th</sup>	Recruitment
9/23/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup> ,12 <sup>th</sup>	Recruitment
9/28/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,11 <sup>th</sup> ,12 <sup>th</sup>	Recruitment
9/30/2015	9 <sup>th</sup> ,10 <sup>th</sup> ,12 <sup>th</sup>	Recruitment

10/5/2015	12th	College Application Completion
10/12/2015	12th	College Application Completion
10/14/2015	12th	College Application Completion
10/19/2015	12th	College Application Completion
10/26/2015	9th,10th,11th	Workshop -- ACT/SAT Preparation
10/28/2015	9th,10th,11th,12th	New Recruit Kickoff/Orientation
11/2/2015	12th	College Application Completion
11/9/2015	12th	College Application Completion
11/16/2015	12th	College Application Completion
11/30/2015	12th	College Application Completion
12/7/2015	9th,10th,11th,12th	Make-Up Workshops: ACT/SAT Preparation
1/14/2016	12th	FSA ID/FAFSA
1/20/2016	12th	FSA ID/FAFSA
1/25/2016	12th	Cash 4 College Workshop
2/1/2016	12th	FSA ID/FAFSA
2/10/2016	12th	FSA ID/FAFSA
2/17/2016	12th	FSA ID/FAFSA
2/22/2016	9th,10th,11th,12th	Workshop -- A-G Tracking/FSA ID/FAFSA
2/29/2016	12th	FAFSA
3/2/2016	12th	FAFSA
3/7/2016	9th,10th,11th	Make-Up Workshops: ACT/SAT Preparation & A-G Tracking
3/14/2016	9th,10th,11th	Financial Aid Literacy/Tutoring Referral
3/30/2016	9th,10th,11th,12th	Field Trip Follow-Up/Senior Follow Ups
4/6/2016	9th,10th,11th	Field Trip- Waivers
4/13/2016	12th	Senior Follow Ups
4/20/2016	12th	Senior Follow Ups
4/27/2016	12th	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules
5/2/2016	12th	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules
5/4/2016	12th	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules
5/9/2016	12th	Senior Follow Ups/Exit Surveys/Banquet Info/Collecting College Schedules

## Middle School Component

Staff responsibilities and roles are as followed: The Educational Advisor is under the direct supervision of the Director and is responsible for coordinating project activities to ensure an effective delivery of counseling, tutorial, and learning assistance to program participants. The EA provided motivational workshops to 6<sup>th</sup> through 8<sup>th</sup> grade students in the areas of study skills development, career orientation, and four-year planning workshops. The junior high schools Peer Advisors (PA's) for the middle school students, were attentive to 8<sup>th</sup> grade students who transitioned to the target high schools to appropriately transfer our services and follow their academic progress.

Student Staff: There were three middle school peer advisors (PA's) or student paraprofessionals that worked 10-15 hours per week with the high school program. Each of them was assigned a school, and provided a vital linkage between students and program services. PA's who worked in the middle schools were responsible for creating lesson plans and mentoring students as well as assisting the advisor with classroom management.



## Middle School Curriculum and Activities:

All sixth, seventh, and eighth grade participants received the services outlined in the **Junior High Curriculum for Junior High Schools**. Workshops and presentations were tailored to this younger population and an emphasis was placed on preparation, prevention, and intervention. Emerson Middle School maintained program services twice a month. At two of our middle school sites, Sierra and Stiern, ETS implemented a scholar's program aimed at advanced/proficient students. See additional reports for more data concerning these two programs.

### Description of Services/Curriculum by Month:

Monthly meetings took place to ensure quality control and assurance efforts are being made at each respective school site.

### November: *Types of Post-Secondary Education*



During the month of November, students participated in activities which expanded their knowledge regarding the college systems. The community college system, California State University system, and University of California system was conveyed extensively with students. Students learned a variety of different aspects which included: understanding the differences regarding admissions and requirements for each college system, learning about college assistance programs such as EOPS, EOP, and studying abroad; comprehending the California A-G course pattern which

included Advanced Placement courses, International Baccalaureate, and honors classes; students also obtained information about the relationship between college degrees and income, and, lastly, students participated in activities such as: college mascot matching games, college jeopardy, and other games to enhance college awareness.

**Sierra: 11/12/2015; Stiern: 11/2/2015, 11/9/2015, 11/16/2015, 11/30/2015**

### December: *Career Exploration*



During the month of December, students learned about different career paths that currently exist. Students were exposed to over ten different careers, they then researched the positions and presented the new information they learned by creating posters. Students were given a personality survey to assess the careers that would most align with their personal interest. The survey revealed new career choices for students and allowed them to consider

more options for their future career choice. Students also participated in other games where they were exposed to careers they previously had been unaware of. Lastly, students learned the educational paths of the careers they researched and because of the activities and information, have a better understanding of what is required and expected of them to achieve their occupation of choice.

**Sierra: 12/3/2015; Stiern: 12/7/2015, 12/14/2015**

## January: *Public Speaking*



PUBLIC SPEAKING:  
IT'S NOT AS HARD AS YOU THINK

During the month of January, workshops on speech preparation were conducted. These workshops taught students the different styles of speech as well as proper ways to present them. Each student also participated in a debate activity where they used their public speaking skills to either argue for/or against a topic. A leadership program was implemented to motivate students to become more involved in the program.

**Sierra: 1/28/2015; Stiern: 1/04/2016, 1/11/2016, 1/22/2016**

## February: *Financial Aid and Scholarships*



During the month of February, students learned about the different types of financial aid that exists for college students. Loans, grants, scholarships, and work study are among the types of aid discussed and the opportunity for students to ask questions were given throughout the workshop. There was a strong emphasis placed on scholarships during this month because many students believe they are ineligible and are misinformed about their qualifications. Students were also provided with opportunities to discover scholarships online through a workshop offered by ETS, as well as, attend a workshop on how to write strong essays and learned about how to apply for scholarships. During the workshops, students researched scholarships on scholarship hunt engines, such as fast web or through college networks. By exposing them to the wide range of scholarship options, students learned the importance of applying for scholarships and about the opportunities available to fund a college education. A “Strong Words” activity was administered to students to showcase how specific words can increase your chances of gaining a scholarship. Near the end of the month, the afterschool program at Sierra Middle School received a special presentation on budgeting and saving for college. The presentation included different options for parents to start saving for college (CD saving accounts, 529 plans, saving tips, and realistic scenarios of the cost of a college education) and ways for students to communicate with their parents about money for college.

**Sierra: 2/11/2016, 2/25/2016; Stiern: 2/01/2016, 2/22/2016**

## March: *Time Management*



During the month of March, students learned about time management techniques. Each student worked on their personalized time chart and learned the differences between “have to’s” and “want to’s.” Students were given a pocket-sized planner, courtesy of ETS, and were shown the importance of deadlines, checklists, and timelines. Students learned to plan their days per their extracurricular, academic, and personal goals while still making time for fun activities. The act of prioritizing was main focus for the month. Two workshops were centered on the topic, which included the “Time Challenge” activity and “Survival Island.” During the “Time Challenge” activity, students were divided into teams and competed to finish the most tasks. The tasks were worth points and the teams chose the order of importance to complete those tasks. So, to win the competition, students would need to “prioritize” the tasks and delegate to be successful in the challenge, much like it would be in a future professional work setting. The second activity, “Survival Island,” also highlighted the concept of prioritizing by allowing students to discuss what was most important for them to bring on an island and develop critical thinking skills. Students were required to prioritize a list and discuss their rationale behind their choices. The last activity of the month, “Peaks and Slumps,” revealed certain times of the student that he or she could be more effective at high, medium, or low concentration tasks. **Sierra: 3/10/2016; Stiern: 3/07/2016, 3/14/2016**

## April: Goal Setting



During the month of April, goal-setting workshops were conducted to teach students the importance of planning for the future. Students refined their academic, personal, and career goals and learned the differences between long and short-term goals. Students also learned about how teamwork can lead to reaching their goals.

Stiern: 04/01/2016, 04/04/2016

## Summary of Cultural/Educational Events

### CSU Northridge Educational Excursion



On 2/15/16 Educational Talent Search middle school students and high school students took part in an educational excursion to CSU Northridge. The goal of this educational excursion was to expose low-income and first-generation students to a college atmosphere and establish early intervention efforts. Students were provided a campus tour and at the end of the tour, the students were presented with a student panel with former TRIO Alumni and an informative discussion unfolded.

### Pen Pal California State University, Bakersfield Educational Excursion



On 3/05/16, Educational Talent Search middle school students and West Hills Community College Talent Search partnered together to create a Pen Pal program. For close to seven months, 30 middle school students from Sierra were partnered with 6<sup>th</sup>-8<sup>th</sup> graders from our sister Program Talent Search located in West Hills. They exchanged letters about their familial background, hobbies, and interests. This event on the fifth, was the day they finally met their Pen Pal partner. The goal of this educational excursion was to expose low-income and first-generation students to a college atmosphere. Our Pen Pals goal was to offer an interactive and exciting way for students to perfect their writing skills and reading skills and at the same time getting to socialize and meeting other TRIO students with different interests and family backgrounds

### College Making It Happen Event at California State University, Bakersfield



On 3/12/16, ETS middle school students were invited to participate in the annual College Making It Happen event at CSUB. ETS staff assisted in the planning and organizing of the event. The educational advisors also conducted workshops for all participating students and were present to answer any questions regarding college-life and academics.

### End of the Year Gradation Awards Banquet



On 6/12/2016, The ETS Program celebrated and honored our program's graduates. The 2016 End of the Year Banquet was different than those of years past because ETS decided to focus on the graduating senior participants, as well as 8<sup>th</sup> grade graduates. President Horace Mitchell of California State University of Bakersfield, welcomed and addressed the graduates and families.

## Community Partnerships

### Kaiser Permanente Hippocrates Circle Program



The California State University, Bakersfield Educational Talent Search Program started its Hippocrates Circle Program five years ago, in collaboration with Kaiser Permanente medical center, and our target middle school Sierra. About two years ago, the ETS staff met with Kaiser personnel about the possibility of bringing their existing program to the Bakersfield area. We discussed the goals and objectives of our CSUB ETS program and how it would be beneficial if we combined our outreach efforts with their educational and mentoring efforts. After speaking with them and introducing them to our school site administrators, they happily decided to sponsor Sierra Middle School. Mr. Prieto, Sierra’s Middle School Principal, and Mr. Arambula, the school counselor, selected approximately **45** ETS Spartan Scholars students to participate in the Kaiser Mentoring program. One of the main emphases of the Hippocrates Circle Program is to primarily reach out to high-risk middle school students and diverse youths with the goal of empowering them to believe that they can one day become a physician and save lives. Lauren Ziegeler and Tania Burgos have been working on making this program a success, which included communicating with Kaiser and the Sierra staff to ensure that the goals of our ETS program are being met while contributing to the mission and vitality of Kaiser Permanente. Eventually, as they continue to mentor middle school students, their plan is to take them on a brief journey through their medical facilities and local hospitals in the Bakersfield area to gain a real experience of what a physician encounters on a typical day.

The mandatory events are as followed: **Event 1: Orientation** Saturday, January 30, 2016, **Event 2: San Joaquin Community Hospital Tour**, **Event 3: Cal State Bakersfield School of Nursing Tour**, **Event 4: Chester Specialty Medical Office Tour**, **Event 5: Graduation Luncheon**

To see a video of the program, please visit:  
[https://www.youtube.com/watch?v=NnH\\_rOBCmrQ](https://www.youtube.com/watch?v=NnH_rOBCmrQ)



### Youth 2 Leaders Foundation



The Youth 2 Leaders Education Foundation is an educational non-profit that is dedicated to ensuring that the next generation of Kern County students have the opportunity to attend college. ETS and the Youth 2 Leaders Foundation worked together to promote and award the future leaders scholarship to over 20 ETS senior participants. Staff members organized reader packets, assisted with scholarship question development, as well as, helped to create the scholarship grading rubric. ETS also helped to coordinate the foundation’s annual scholarship awards banquet at Hodel’s restaurant located in Bakersfield.

### Path Way to Success Training with Superintendent of Schools 10/24/2016



Career and Training Exploration: Pathways to Success is a program designed to help eligible youth ages 16–21 with exploring and reaching their educational and employment goals. Their mission is to provide the youth of our community with individualized opportunities to gain the necessary skills to build their futures



through education, job training, and career development. Their goal is to provide employers in our community with committed, responsible, and productive future workers.

## Bakersfield City School District “Community Partners in Education” 9<sup>th</sup> Annual Meeting



On Friday September 14, 2016, The ETS program took part in the meeting to discuss plans for the upcoming year and brainstorm ideas on how to create a college going culture in the community. Principals, Administrators, and other community organizations were present to discuss how we can collaborate and motivate the youth to continue their education.

## California State University, Bakersfield “CSU Mentor Onsite Workshops”



Throughout the CSU application period (October-November), ETS collaborated with CSUB outreach, financial aid, CAMP, admissions and records, and other pre-college support programs to better serve the students. The Educational Talent Search program staff assisted in all five targeted high schools and offered additional help at several other local high school when assistance was needed.

## Director attended Super Sunday – Compassion Christian Center on February 28, 2016 and Pleasant View Christian Church on February 26, 2016



In 2005, the CSU chancellor convened church, community, civic, business, and education leaders in a town hall at the West Angeles Church in Los Angeles. This meeting was followed by a similar convening at the Allen Temple Baptist Church in Oakland. From those town halls emerged a strategy to educate students and parents about early preparation for college. Thus, the CSU and its church partners began to share institutional resources to increase parents’ and students’ awareness about higher education and the steps needed to prepare. Super Sunday was developed as a way to bring CSU leaders into the community to share important information about university preparation, admissions, and financial aid. For the past eleven years, on Sundays in the month of February, the chancellor, trustees, presidents and other CSU ambassadors speak from the pulpit at churches across the state. *The CSU partnership with churches for Super Sunday has grown from 24 churches in 2006 to more than 100 in 2016. Each year, more than 100,000 congregants participate in Super Sunday.*

## UC Application Workshops:



The Educational Talent Search staff assisted students applying to the UC system. Goal of workshops at each of our respective target schools is to assist with the entire University of California online application and to provide Personal Statement feedback to all TRIO participants.

## Cash for College Workshops:



In collaboration with the Youth 2 Leaders education foundation, the ETS program conducted Cash 4 College workshops at various high schools throughout the county. The goal of these workshops was to help high school seniors and their families complete the FAFSA.

## EOP Special Slot Interviews:



In collaboration with the Educational Opportunity Program at CSU Bakersfield, the ETS program conducted interviews for potential CSUB students. These students were either admitted or not admitted to the university. Admitted students were informed about the ETS program and other similar

programs, and students who were not admitted students were interviewed to gauge the potential to succeed at the university level.

## Professional Development



During the 2015-2016 year, The ETS Department took part in the following events to increase professional development.

- TRIO Training for Peer Advisors and Staff – August 31, 2015
- EST So Cal Roundtable - September 2, 2015
- Council for Opportunity in Education Annual Conference (COE) September 15<sup>th</sup> – 19<sup>th</sup>, 2015 Attended Grant Writing workshops and revived up to date changes in our TRIO federal grant.
- BCSD Community Principals Partners Day - October 3, 2015
- Super Sunday - February 26<sup>th</sup> & 28<sup>th</sup>, 2016
- WESTOP Annual Conference - April 3<sup>rd</sup> – 6<sup>th</sup>, 2016
- Kern Community Network for Children Foster Youth Presentation - April 24, 2016
- EST So Cal Roundtable September 2, 2015
- Super Sunday - Attended February 26 & 28<sup>th</sup>
- Council for Opportunity in Education Annual Conference (COE) September 15-19, 2015 Attended Grant Writing workshops and revived up to date changes in our TRIO federal grant
- BCSD Community Principals Partners Day October 3, 2015
- Youth Thrive Foundation for Building Protective and Promotive Factors June 2016 (All Staff obtained certificates)
- So Cal Round Table - August 26, 2016
- KHSD Community Principals Partners Day Friday - October 08, 2016

## Objectives and APR Program Data for 2015-2016:

The data below was submitted to the U.S. Department of Education for the Annual Performance Report.



### Section II Summary Report

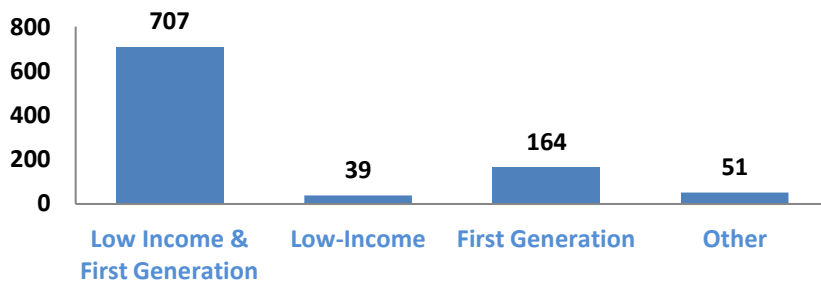
Used for APR Section II Year: 2015-2016

Participant Status	#	%
Continuing Participants	589	71.3%
New Participants	382	28.7%
<b>Total: 971</b>		

**Section II L - Target School (Option 1 - from Perm)**

<b>Target School</b>			
Community	26	2.68%	
East HS	177	18.23%	
Emerson Middle School	7	0.72%	
Highland HS	161	16.58%	
Shafter HS	153	15.76%	
Sierra Middle School	56	5.77%	
South HS	174	17.92%	
Stiern Middle School	51	5.25%	
West HS	166	17.10%	<b>Total: 971</b>

**Section II B - Distribution by Eligibility Eligibilities**



<b>Distribution by Eligibility</b>	<b>#</b>	<b>%</b>
Low income only	38	3.91%
Low-Income & potential first-generation	707	72.81%
Other	62	6.39%
Potential first-generation college students	164	16.89%

\*N=971: Results above solely reflect those program participants who were classified by eligibility.” (6- 12<sup>th</sup> grade graduating class)

<b>Section II D - Distribution by Gender</b>	<b>#</b>	<b>%</b>
Female	637	65.60%
Male	324	34.40%
<b>Total: 971</b>		

<b>Section II C - Distribution by Ethnicity</b>		
<b>Ethnicities</b>	<b>#</b>	<b>%</b>
American Indian or Alaska Native	3	0.31%
Asian	33	3.40%
Black or African American	33	3.40%
Hispanic or Latino	795	81.87%
More than one race reported	42	4.33%
other	9	0.93%
White	56	5.77%
		<b>Total: 971</b>

<b>Age Grouping</b>	<b>#</b>	<b>%</b>
10 - 13	130	13.38%
14 - 18	835	85.99%
19 - 27	56	0.51%
28 & above	1	0.10%
		<b>Total: 971</b>

**All 971 attended schools in school districts that provide rigorous courses at no cost to the TS project; 0 participants were served by another federal program**

<b>Section II K - FAFSA Completion</b>		
<b>FAFSA Completion</b>		
Seniors who completed the FAFSA	3	1.33%
Seniors who completed the FAFSA and enrolled in postsecondary	223	98.67%
		<b>Total: 226</b>

### **Section II L - Target School (Option 1 - from Perm)**

#### **Target School**

Community	26	2.68%	
East HS	177	18.23%	
Emerson Middle School	7	0.72%	
Highland HS	161	16.58%	
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# Review of Objectives

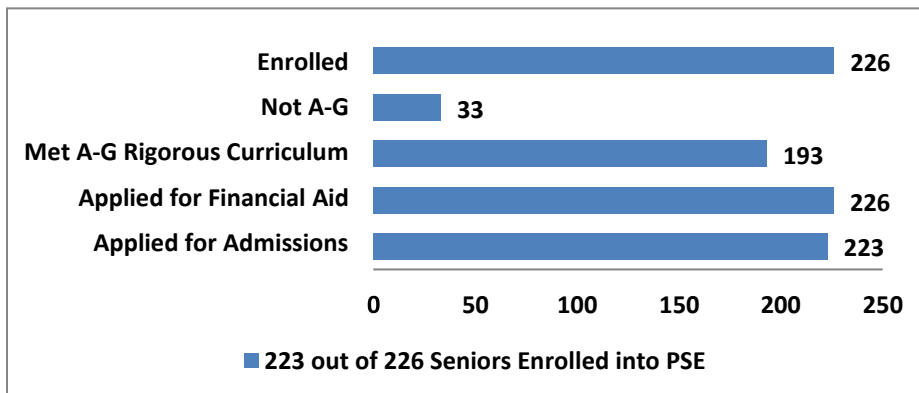
**A. OBJECTIVE: SECONDARY SCHOOL PERSISTENCE** 95% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

**Outcome 100%:** Of the 971 participants, 746 were non-senior participants; 100% of project participants were on track to be promoted to the next grade level at the end of the 2015/2016 academic school year.

**B. OBJECTIVE: SECONDARY SCHOOL GRADUATION:** 50% 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.

**Outcome 85%:** Out of 226 Seniors, 193 were A-G and 33 were not rigorous of high school seniors completed a rigorous curriculum school program of study and graduated during the 2015-2016 academic year with a secondary diploma within the standard number of years.

## Review of Rigorous Study and Post-Secondary Educational Status:



Student's Current Grade Level:	#	%
Middle School (6 <sup>th</sup> -8 <sup>th</sup> grade)	114	11.74%
High School Non-senior (9 <sup>th</sup> -11 <sup>th</sup> Grade)	631	64.98%
Senior in High School or in alternative education organized by grade (12 <sup>th</sup> grade only)	226	23.27%
	<b>Total:</b> 971	

**Secondary School Graduation:**

Educational Status	#
Received regular secondary school diploma within standard number of years but did not complete a rigorous program of	33
Received regular secondary school diploma and completed a rigorous program of study within standard number of years	193
<b>Graduation</b>	<b>Total: 226</b>

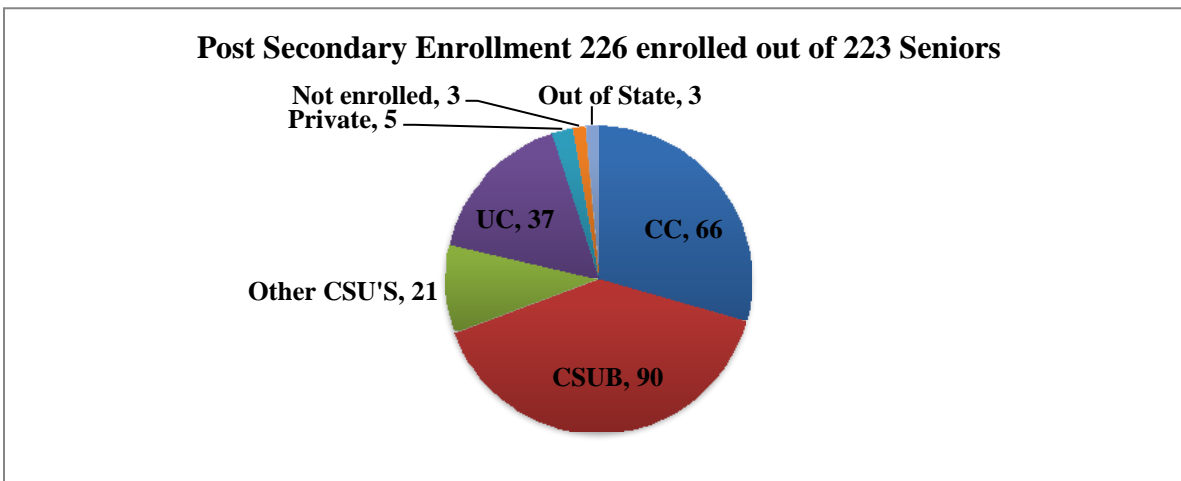
**100% (226 out of 226)** of high school seniors and their equivalent in alternative education programs graduated from secondary school or received a certificate of high school equivalency at the end of the 2015-2016 academic school year.

**C. OBJECTIVE: POSTSECONDARY EDUCATION ENROLLMENT**

85% 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).

**Outcome 98%:** Out of 226 seniors, 223 have been verified for enrollment and post-secondary placements. Obtained students schedule and clearing house information! All files have been checked for proper paper trail!

**ETS Post-Secondary Education Enrollment:**

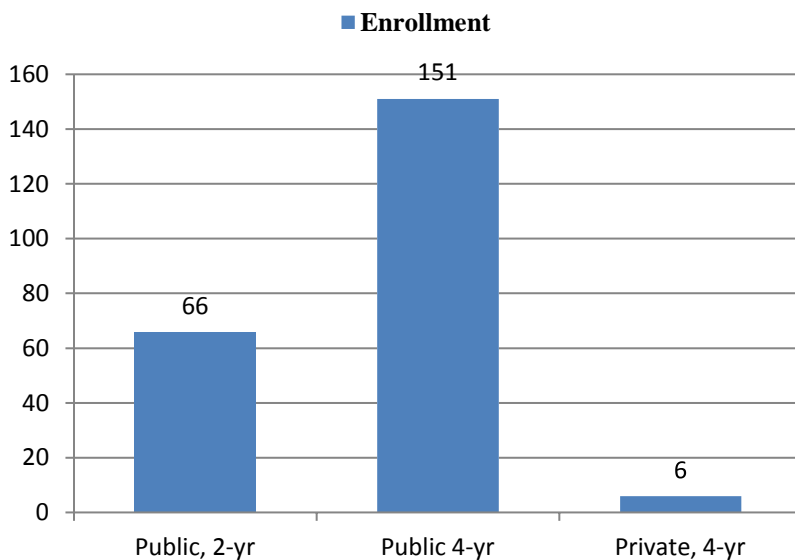


The program’s targeted schools were visited weekly by professional staff and paraprofessional staff to assist senior level program participants with completing the college admission application process and matriculation process. Program participants were invited to attend our senior day conference and afterschool workshops to assist them with completing the college admission application process. Admissions confirmation and schedules of coursework was acquired from the remaining participants.

### Post-Secondary Education Enrollment and Post-Secondary Placements

Type of Institution	#	%
Public, 2 year	66	39.33%
Private, 2 year	0	0%
Public, 4 year	151	58.59%
Private, 4 year	6	2.36%
Vocational/Trade School	0	0%
Proprietary School	0	0%
Unknown Institution	0	0%
<b>Total</b>	<b>223</b>	<b>94%</b>

### Enrollment



## Objective E: Post-Secondary Attainment:

- Process Objective E: **50%** of participants served during the project year that 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. (see full Annual Performance detailed report of selected; N= 84 not selected Y =142 selected students.)
  - For this Objective, the target population, or denominator, of this objective would include postsecondary enrollees that **1)** received regular high school diplomas *without* completing a rigorous program of study, **2)** received regular high school diplomas and completed a rigorous program of study, and **3)** received a regular secondary diploma but not within standard number of years
  - Also, when this grant was written, it was agreed that this project will be tracking the postsecondary attainment status of a random sample of postsecondary enrollees using the methodology stated in the APR instructions for the entirety of the grant cycle.
- Outcome: Ongoing 226 seniors were randomly selected in the **2015-2016 (4 yr. cohort)**

## Plan of Action/Tracking Method for Objective E:

We have developed and implemented a tracking system by randomly selecting a sample size of 180 senior participants in accordance with the parameters established by the federal resister to gather and report postsecondary degree attainment within a six-year period. We utilized a random number generator from <http://www.randomizer.org/form.htm> after assigning ID numbers of random selection. Following the senior participants' enrollment into an institution of postsecondary education the program's staff will verify a class schedule for the initial term. Project staff will verify the initial term enrollment by:

- **Phone Calls-** Educational Advisors will be responsible for maintaining an updated phone number for each participant to make follow up calls and requests for updated schedules every year.
- **Mass E-Mail/Regular Mail-** Program staff will keep an updated e-mail and mailing address list for the participants being tracked to mail a request for an updated schedule in the case that the call method fails.
- **Social Media- (Create Face Book Tracking System)** The project will create an account on a social media website such as Facebook.com, and add the students in the cohort to easily communicate on both a group and individual level. The project will develop a systematic online survey via our TS website to track our randomly selected yearly cohort senior participants.

The aforementioned methods will not only open a line of communication between the project and the participants for enrollment verification, but will also allow for continued advising and/or referrals to student support services programs at their respective institutions. **The National Student Clearinghouse will once again be used to confirm degree attainment**