**Student Services Link to College Mission**

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor’s degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

The Educational Talent Search (ETS) mission is to promote opportunities for 6-12th grade students seeking to pursue higher education and to provide educational support services to low-income and first-generation, college bound students in three participating school districts in Plumas, Sierra and Lassen counties.

The Educational Talent Search Program assists qualified youth who have the desire and potential to complete high school and enroll in a program of post-secondary education. ETS provides guidance, access and information on the processes of college admissions, financial aid and scholarships available for post-secondary study. It also supports its participants with connections to tutoring, college campus visits, career exploration, curriculum enrichment and the use of educational technology. Talent Search motivates students in its target school communities to succeed in their educational aspirations.

**Description of Services**

**Organizational Structure**:

Chief Student Services Officer

Advisor

Talent Search Director

President

Advisor

The chart to the right details the organizational structure for FRC’s Educational Talent Search staff. The ETS program is supervised by the Chief Student Services Officer who reports directly to the President. The ETS staff includes the Director and two part-time Advisors.

| **Time Commitment of Educational Talent Search Staff** | | |
| --- | --- | --- |
| *Position* | *Months of Employment* | *Hours per Week* |
| Project Director | 12 months | Fulltime |
| Advisor (Part-time) | 10 months | 32 hours/week |
| Advisor (Part-time) | 10 months | 30 hours/week |

**ETS Services**:

The table below shows the services ETS is mandated and allowed to provide to its participants.

|  |  |
| --- | --- |
| **Mandatory Services** | **Allowable Services** |
| Connections to high quality academic tutoring | Academic Advising and Referral to Personal Counseling |
| Advice and assistance in secondary course selection |
| Assistance preparing for college entrance exams and completing admission applications | Study Skills Workshops |
| Freshman Focus Camp academic and personal development and career exploration program |
| Information on Federal student financial aid programs and on resources for locating other scholarships |
| FAFSA and other federal/state/local financial aid application completion assistance | Parental involvement activities |
| Technology Workshops |
| Guidance/Assistance with secondary school re-entry (as appropriate), GED, or postsecondary school reentry | Mentoring and Self-Development |
| College Visits |
| Connections to education/counseling services to improve financial and economic literacy and planning | Career Counseling/Career Development Activities |

**Academic Assistance**: *Tutoring / Study Skills / College Entrance Test Preparation*.

Participants receive help overcoming basic skills deficiencies, identifying learning styles, strengthening skills in the subject areas of their academic programs, and preparing to take standardized college entrance tests. All participants receive academic assistance to the degree deemed necessary based on academic assessment (transcripts, grades), teacher/counselor referral, and the participant’s attitude and capacity for follow through. Participants are also connected with tutoring for basic study skills, AP coursework and college entrance tests.

**Tutoring** is provided after school by target school teachers, supported by Educational Talent Search funds. Tutors and ETS staff monitor each student’s attendance and progress. Also, ETS advisors use iPads to provide engaging “spot tutoring” as needed in Math, English, Spanish (pilot program), and History. Participants utilize timed tutoring applications such as iTooch to improve their academic skills and also to become more comfortable with a time-constrained testing environment. The advisors assist students with any questions that arise while using the applications.

**Study Skills** workshopsare presented using web-based programs, worksheets and iPad applications. Workshops cover topics such as:- learning styles, note-taking strategies, test-taking skills, research skills, the use of a graphic organizer, and how to reduce math anxiety. The use of web-based Common Core practice questions also prepare students for test-taking.

**College Entrance Test Preparation** covers the PSAT and SAT and is provided for high school participants each year. Assistance includes:

* Two 1-hour workshops held at target schools in early October and in April to explain exams and scoring to ensure that all junior participants take these exams.
* Two 1-hour PSAT prep workshop held in September or October at target schools to help 9th to 11th grade participants.
* One 6-hour SAT/ACT workshops in April or May to help juniors complete and understand the application packets and scoring, ensuring that juniors take either or both exams before their senior year. Test fee waivers are distributed to qualified students.

**Academic Advising & Assistance in Secondary School Course Selection:**

ETS staff assist participants in selecting courses to meet academic requirements for high school graduation and admission to their selected college or university. ETS staff work with participants individually and in small groups to set academic goals and education planning. Staff:

* Encourage participants in long-range planning, goal setting, and degree planning by setting incremental goals such as course and grade completion, high school graduation, and college enrollment.
* Discuss admission requirements of postsecondary schools including completion of rigorous high school curriculum, courses/grades, and the impact of SAT test results.
* Assist students with specific course selection for the next semester or year.

**Postsecondary and Financial Aid Awareness and Application Assistance:**

Provides participants and their parents with information about postsecondary opportunities and financial assistance availability.

Awareness Discussions: Each year advisors engage all participants in grades 7-11 in discussions about funding for college. College Financial Planning Workshops cover college costs, budgeting for daily living, and forms of financial assistance.

Financial Aid Applications: Financial Aid nights are held at each target school each Fall to inform students and parents of available Financial Aid options. Cash4College Nights are also held at each target school to provide an opportunity for participants to meet with staff and to complete financial aid applications, including the FAFSA.

Scholarship Search: Participants have access to scholarship search databases as well as online financial aid searches.

College Visits: ETS staff schedule visits to various postsecondary institutions each year. Participants are given a tour of the campus where they see a typical residence hall, eat in the student union, sit in on a college class and hear a presentation from Admissions and Financial Aid staff.

College, Career, and Transfer Fair: FRC hosts a College, Career, and Transfer Fair once a year. Junior and Senior participants from target schools attend for a morning in mid-September. Students visit booths to speak with college representatives about educational institutions and with a variety of career representatives about their chosen profession.

**Financial Education and Literacy:**

Students at each grade level participate in financial literacy education. Assignments are grade appropriate and advisors assist students with their financial planning. An annual *Junior Jumpstart* workshop for parents of rising seniors is held each spring by ETS and target school staff. An annual *Junior Jumpstart* workshop for 11th graders is held in each target school. These workshops aim to prepare students to make informed decisions about postsecondary education by investigating the costs of college, cost of living, and other financial considerations. Workshops include “Finances 101,” an online financial planning simulation which is designed to increase financial literacy. Participants also complete the California Career Zone activity “Making Money Choices.”

**Academic Advising and Referral to Personal Counseling:**

As each participant is an individual with a unique combination of strengths and challenges, staff provide referrals to school counselors for personal counseling as needed. In order to help participants excel academically and persist in the face of difficulty, staff encourage and enable students to utilize the following six effective strategies:

* Establish and achieve realistic academic goals
* Enhance student/teacher/parent/peer relationships and communication
* Resolve problems that interfere with study time and personal and educational goals
* Improve self-management
* Utilize school and community resources
* Enhance self-awareness and self-concept

This approach establishes a better relationship between participants and ETS advisors and helps students realize they can be more in control of their futures and able to succeed both academically and professionally. These relationships foster academic and personal growth and motivation.

**Career Advising/Development**:

Advisors provide:

Career Assessment: ETS staff work with participants to develop the necessary knowledge and skills required for success in a modern workforce. Students are provided with the necessary information and experience to develop college and career readiness skills. Participants in 8th – 12th grades utilize the online career resources available through CaliforniaColleges.edu. These resources include an *Interest Profiler, Career Cluster Survey, and Basic Skills Survey* which help students discover careers and then relate academic skills and preparation to their chosen professions. Survey results also connect to a tutorial component on California’s “A-G requirements” which define a rigorous high school course of study. Resources available through CaliforniaCollege.edu also include an academic major search and college exploration component as well as college test prep plans. Participants also receive workbooks and materials from *The Career Game* career advising resource*.* These materials are tailored to different grade levels and provide helpful insights as students investigate different career options. Participants may also access *The* *Career* *Game* website which includes online, interactive components.

Field Trips: The project sponsors field trips to area career sites for participants in 6th – 8th grade. Every attempt is made to visit career sites that offer high skill/high demand opportunities.

Freshman Focus Camp: 9th grade students participate in this event at Grizzly Creek Camp which is staffed by credentialed teachers and whose mission is to provide outdoor education to students from low income families. ETS staff coordinate with Grizzly Creek camp to provide the customized Freshman Focus Camp for 40 9th grade participants each September. The Camp focuses the students’ attention on planning for their future in high school and beyond, including postsecondary options and career choices. The 2-day program consists of the following:

* The first day includes an Opening Circle to discuss the aims of the camp, a Challenge Course, and a participant survey to better understand their goals and any potential challenges. Discussions are held throughout the day to focus students on planning for their futures and to draw out participants’ perceived barriers to postsecondary education and explain how these can be overcome. Career possibilities, and the necessary education for these jobs, are discussed along with the variety of associated postsecondary options. Activities also center on developing leadership skills, working as a team, and building a support network.

• In addition to Challenge Course activities, the second day focuses on building participants’ self-reliance and motivation. Participants are encouraged to share their future plans, and ETS and camp staff discuss financial aid and scholarship opportunities with participants. This day also includes Decision Trails, a unique career goal activity where students’ decisions are related to the various trails on a hike. Decisions range from, deciding to make the most of high school and whether or not to leave home to go to college.

**Mentoring and Self-Development**:

Participants are encouraged to develop non-cognitive skills along with academic skills. Positive life and self-management skills are critical for overcoming environmental and cultural barriers and promoting academic, personal, and career success. For this reason, participants are shown that intelligence is not static and they are taught to develop a love of learning and a resilient “growth mindset” (Dweck, 2015). This mindset is woven into all services and interactions with staff.

Experience Workshops: Examples of topics include time management, critical thinking, stress management, decision making, goal setting, values clarification, self-awareness, communication, interpersonal skills and coping with peer pressure.

Introductory Spanish: ETS has begun piloting the use of introductory Spanish workshops in target middle schools using iPad applications and simple conversational approaches. The aim is to cultivate an interest in learning a foreign language in high school to meet the requirements of a rigorous course of study. Studying a foreign language is not currently a graduation requirement for local students, so through these activities ETS staff encourage participants to take a language other than English once they reach high school.

**Use of Technology**:

Participants are frequently exposed to current technology, especially through the use of the mobile ETS iPad lab. Throughout the year, many workshops are conducted using iPads or the mobile laptop labs and computer labs in the target schools. In 6th grade, each student uses an iPad and learns how to use technology to create a Keynote presentation. The participants then share their presentation with their peers. Middle school participants use iPad applications for individualized learning and tutoring and are beginning to use apps for introductory Spanish activities. In high school, participants continue to use relevant iPad applications along with online programs for college searches, financial literacy, and career exploration. ETS has begun piloting the use of science technology through the use of wireless sensors and probes that measure levels of oxygen or carbon dioxide and pH levels which link to iPads for data collection and graphical analysis. Using technology aims to stimulate participants’ interest in STEM careers.

**Timeline:** The chart on the following page summarizes ETS services/activities according to the months in the calendar year, listing highlights of activities/services by month.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Educational Talent Search Timeline** | | | | | | |
| **AUGUST - SEPTEMBER** | | | **OCTOBER** | | | **NOVEMBER** |
| * Back to School Night/ Orientation * Freshman Focus Camp * Planning meetings with principals and 6-12th grade teachers * Study Skills Workshop * Individual Intake sessions * Bi-weekly meet with counselors * College, Career & Transfer Fair * Financial Aid Night * Weekly tutoring * Academic Advising * Tech. Workshops (occur monthly at varying target schools) | | | * IECP developed/ assessment of students need for services * Academic Advising * Two (1hr) PSAT Workshops * Cash4College Night * Self-Development Wkshops * Middle School Field Trip * Bi-weekly meet with counselors * Seniors: College application/ scholarship assistance * Weekly tutoring * Technology Workshop | | | * Academic Advising: HS (1hr.) * Study Skills Workshop * Bi-weekly meet with counselors * Seniors: College app./scholarship assistance * Weekly tutoring * Financial Literacy Workshop: * Spanish workshop * Technology Workshop |
| **DECEMBER** | | **JANUARY** | | | **FEBRUARY** | |
| * Academic Advising: HS and MS (1hr.) * Study Skills Workshop * Financial Literacy Workshop * Bi-weekly meet with counselors * Technology Workshop * Scholarship assistance for seniors | | * Academic Advising: HS (1hr.) * Scholarship assistance for seniors * Weekly tutoring * Self-Development Workshop * Bi-weekly meet with counselors * Technology Workshop * Spanish workshop | | | * Academic Advising * Study Skills Workshop * Fin. Literacy Workshop * Scholarship assistance for seniors * Bi-weekly meet with counselors * Technology Workshop * Weekly tutoring | |
| **MARCH** | **APRIL** | | | **MAY - JULY** | | |
| * Academic Advising: HS (1hr.) * Study Skills Workshop * Bi-weekly meet with counselors * Scholarship Assistance for seniors * Self-Development Workshop * Weekly tutoring * Technology Workshop * Spanish workshop * Financial Literacy Workshop for Parents * ACCUPLACER proctoring for participants | * Junior Jumpstart Workshops * Academic Advising: HS and MS (1hr.) * One 6-hr. Standardized Test Prep Workshop (SAT/ACT) * Study Skills Workshop * HS College Field Trips * Bi-weekly meet with counselors * Scholarship assistance * Self-Development Workshop * Technology Workshop * Weekly tutoring | | | * Junior Jumpstart Workshops * Junior Jumpstart Parents’ Nights * Academic Advising: HS (1hr.) * IECP reviewed * Study Skills Workshop * Middle School Field Trip * Bi-weekly meet with counselors * Transition to High School Workshop * Weekly tutoring * Self-Development Workshops * Technology Workshop * File Reviews * Budget Review | | |

**Describe The Student Board Policies (BP)/Administrative Procedures (AP) Related To Your Program Which Have Been Updated**

N/A

**Student Services Student Learning Outcomes**

ETS has identified that it is measuring SSSLO #4 in the Student Services Student Learning Outcomes (SSSLO) Matrix. ETS is measuring this outcome as it pertains to the ETS student participants in the program’s four target elementary schools and six target high schools in Lassen, Plumas and Sierra counties.

SSSLO #4 can be measured by studying the percentages for each of the Educational Talent Search Program’s five mandatory outcome objectives. As follows, each objective has specific and measurable terms.

|  |
| --- |
| **(a) Secondary School Persistence:** *97% 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.* |

**Strategies used to measure outcome objective (a):**

Information gathering from target schools and school districts, including student class lists for each new academic year.

|  |
| --- |
| **(b) Secondary School Graduation (regular secondary school diploma):** *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.* |

**Strategies used to measure outcome objective (b):**

Information gathering from target schools and school districts, including student transcripts and lists of graduates.

|  |
| --- |
| **(c) Secondary School Graduation (rigorous secondary school program of study):** *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.* |

**Strategies used to measure outcome objective (c):**

Information gathering from target schools and school districts, particularly student transcripts.

|  |
| --- |
| **(d) Postsecondary Education Enrollment:** *68% 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 semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).* |

**Strategies used to measure outcome objective (d):**

Information gathering from FRC, the National Clearing House website and target school counselors.

|  |
| --- |
| **(e) Postsecondary Attainment:** *30% of participants served during the project year who enrolled in an institution of higher education by the fall semester immediately following high school graduation, or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within six years.* |

**Strategies used to measure outcome objective (e):**

Information gathering from FRC, the National Clearing House website and contact with prior participants.

**Program advancements/Improvements**

In submitting the ETS grant proposal for a further five years of funding (September 2016-August 2021) the following improvements will be made to the program:

* In an effort to increase the percentage rate for outcome objective (c), and following a pilot program, more participants will use iPad applications and simple conversational approaches for introductory Spanish activities. The aim is to cultivate an interest in learning a foreign language in high school to meet the requirements of a rigorous course of study. Studying a foreign language is not currently a graduation requirement for local students, so through these activities ETS aims to encourage participants to take a language other than English once they reach high school.
* In an effort to increase the percentage rates for outcome objectives (c) and (d), and following a pilot program, participants will be exposed to science technology through the use of wireless sensors and probes that measure heart rate, temperature, levels of oxygen or carbon dioxide and pH levels which link to iPads for data collection and graphical analysis. Using this technology within science experiments, ETS aims to stimulate its participants’ interest in STEM careers.
* In an effort to increase the percentage rates for outcome objective (d), the recent ETS grant proposal also includes a new style of Individual Education Plan to give students a better understanding of the requirements for college admission.
* In an effort to increase the percentage rates for outcome objective (d), more college campus tours will occur, including the opportunity to tour a vocational campus.
* In an effort to increase the percentage rates for outcome objective (b), the time allowed for the Junior Jumpstart workshops will be increased and more parents will be encouraged to participate in the Junior Jumpstart for parents each spring.
* In an effort to increase the percentage rates for all of the outcome objectives above, ETS will utilize ITSS (Intelligent Tutoring Structure Strategy), a web-based tutoring program that has been shown to improve reading comprehension. The ETS project will provide ITSS to selected incoming 6th grade participants to increase reading comprehension – a foundational skill.

**Long Range Vision For The Next Four Years**

**Future Grant Funding:** It is hoped that ETS will receive a further five years of grant funding beginning in September 2016, enabling the program to continue serving current and new participants up to August 2021.

**Meeting/Exceeding Outcome Objectives:** ETS staff will aim to surpass all of its outcome objectives each year. These will be submitted in the yearly Annual Performance Reviews for FRC and the Federal Government.

**Delivery of Participant Services:** ETS staff will aim to provide the highest level of service to its participants and continue to foster excellent relationships with the staff at its target schools and school districts.

**Facility Needs:** ETS is awaiting new desks for its two advisors and storage space for all of its supplies and equipment. Preliminary plans were made with the Facilities Dept. in the Fall of 2013.

**Program Changes:** The changes outlined above, in “Program Improvements”, will be implemented beginning in September 2016 if notification is received of a new grant award.

**Policies and Procedures Updates:** A new Policies and Proceduresmanual will be developed following guidelines received at recent TRiO training events.