TRiO EDUCATIONAL TALENT SEARCH
FORT VALLEY STATE UNIVERSITY

Policies and Procedures Manual

TRiO Educational Talent Search
Fort Valley State University
Fort Valley, Georgia 31030-4313
February 2016
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Introduction

The policies and procedures in this manual have been designed to serve as a guide for Educational Talent Search. It contains guidelines, procedures, and tips that will be helpful in performing our assigned duties. Please read this information and retain the manual for future reference. If you have any questions, please contact the Director or Administrative Secretary/Field Assistant. Educational Talent Search is housed on the Fort Valley State University main campus. Fort Valley State University is a public, 1890 land-grant institution in Georgia and the nation. Founded in 1895 as an institution to serve primarily the needs of African American students, the University’s mission is to serve all segments of the population to achieve their personal, educational, and professional goals. Programming excellence is offered in agriculture, agribusiness, family and consumer sciences, extension, technology, military science, leadership, as well to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences. The University is also committed to enhancing the economic, social, and cultural development of the regional community, the State, and the nation, as well as the international community.
Program Overview

Educational Talent Search

The Higher Education Act of 1965 passed by Congress established the Educational Talent Search Program. It is administered and 100 percent funded by the U. S. Department of Education. The primary purpose of this program is to identify qualified youths with potential for education at the postsecondary level and encourage them to complete secondary school and undertake a program of postsecondary education.

The Fort Valley State University Educational Talent Search Program was initiated in March of 1992 and is funded to serve 728 participants annually. The target schools are located in nine counties in Central and Southwestern Georgia. The nine counties include: Crawford, Crisp, Dooly, Houston, Macon, Peach, Sumter, Talbot, and Taylor. At least two-thirds must be from families of low-income and first generation background.

It is one of over 450 programs nationwide and is administered by The Fort Valley State University. Program services include: academic advising, career exploration and aptitude assessment, computer-generated data on careers, four-year/two-year colleges, technical colleges, financial aid, assistance in completing college application forms and financial aid forms, tutoring, mentoring, cultural enrichment, preparation for college entrance examinations (SAT and ACT), group advising, field excursions to college fairs, college campuses, and businesses.

The four goals are to: (1) increase student retention or reduce the dropout rate, (2) increase academic achievement and graduation from high school, (3) encourage persons who have not completed education programs at the secondary and postsecondary level to reenter these programs, and (4) increase the number of students enrolling into postsecondary education and attaining a degree or certificate.
TRiO Programs for Disadvantaged Students:

Background Information

TRiO History

TRiO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. 790,000 low-income, first-generation students and students with disabilities-sixth grade through college graduation—are served by over 2800 programs nationally. TRiO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention. TRiO programs provide direct support services for students, and relevant training for directors and staff.

Where did TRiO Originate?

The TRiO programs were the first national college access and retention programs to address the serious social and cultural barriers to education in America. (previously only college financing had been on policymakers’ radar). TRiO began as part of President Lyndon B. Johnson’s War on Poverty. The Educational Opportunity Act of 1964 established an experimental program known as Upward Bound. Then, in 1965, the Higher Education Act created Talent Search. Finally, another program, Special Services for Disadvantaged Students (later known as Student Support Services), was launched in 1968. Together, this “trio” of federally-funded programs encouraged access to higher education to low-income students. By 1998, the TRiO programs had become a vital pipeline to opportunity, serving traditional students, displaced workers, and veterans. The original three programs had grown to nine, adding Educational Opportunity Centers and Veterans Upward Bound in 1972, Training Program for Federal Trio Programs in 1976, the Ronald E. McNair Post-baccalaureate Achievement Program in 1986, Upward Math/Science in 1990, and the TRiO Dissemination Partnership in 1998.

Who is Served

As mandated by Congress, two-thirds of the students served must come from families with incomes at 150% of the federal poverty level and in which neither parent graduated from college. More than 2,800 TRiO projects currently serve close to 790,000 low-income Americans. Many
programs serve students in grades six through 12. Thirty-five percent of TRiO students are Caucasians, 35% are African-Americans, 19% are Hispanics, 4% are Native Americans, 3% are Asian Americans, and 4% are listed as “Other,” including multiracial students. More than 7,000 students with disabilities and approximately 6,000 U. S. veterans are currently enrolled in TRiO programs as well.

**How It Works**

More than 1,000 colleges, universities, community colleges, and agencies now offer TRiO Programs in America, the Caribbean, and the Pacific islands. TRiO funds are distributed to institutions through competitive grants.

**Why Are TRiO Programs Important?**

The United States needs to boost both its academic and economic competitiveness globally. In order to foster and maintain a healthy economy as well as compete globally, the United states needs a strong, highly-educated, and competent workforce. To be on par with other nations, the country needs students, no matter their background, who are academically prepared and motivated to achieve success.

Low-income students are being left behind. Only 38% of low-income high school seniors go straight to college as compared to 81% of their peers in the highest income quartile. Then, once enrolled in college, low-income students earn bachelor’s degrees at a rate that is less than half of that of their high-income peers-21% as compared with 45%.

The growing achievement gap in our country is detrimental to our success as a nation. There is a tremendous gap in educational attainment between America’s highest and lowest income students-despite similar talents and potential. While there are numerous talented and worth low-income students, relatively few are represented in higher education, particularly in America’s more selective four-year colleges and universities. While nearly 67% of high-income, highly-qualified students enroll in four-year colleges, only 47% of low-income, highly-qualified students enroll. Even more startling, 77% of the least-qualified, high-income students go on to college, while roughly the same proportion of the most qualified low-income students that go on to college (Advisory Committee for Student Financial Assistance, 2005).
ABSTRACT

Fort Valley State University is a public comprehensive, 1890, land-grant institution which is located in Fort Valley, Georgia, in Peach County. The mission of the University is to provide instruction, research, extension, and other public service programs for all segments of the population to achieve their personal, educational, and professional goals. The Fort Valley State University provides a learning and living environment that enables its graduates and all who come under its influence to become innovative and critical thinkers, problem solvers, and responsible citizens.

The outcome goals of Educational Talent Search are to: 1) identify qualified youth and encourage them to complete secondary school, graduate, and enroll in postsecondary education; 2) provide academic and career counseling and publicize the availability of student financial assistance in pursuit of postsecondary education; and 3) encourage the reentry of persons who have not completed education programs at the secondary or postsecondary level to do so. The Project will carry out several activities to achieve these goals. The standardized program objectives address: (a) secondary school persistence at 75 percent, (b) secondary school graduation (regular secondary school diploma) at 70 percent, (c) secondary school graduation (rigorous secondary school diploma) at 70 percent, (c) secondary school graduation (rigorous secondary school program of study at 70 percent, (d) postsecondary education enrollment at 70 percent, and (e) postsecondary attainment at 30 percent. A specific plan for tracking former participants who pursue postsecondary education has been included in the Plan of Operation.

The Educational Talent Search Project proposes to serve 728 participants in nine target counties, Crawford, Crisp, Dooly, Houston, Macon, Peach, Sumter, Talbot, and Taylor. The project has specific plans to publicize its goals, objectives, and services to 1) the residents, community and schools in the target area; 2) identify and select participants without regard to race, color, national origin, gender or disability; 3) to assess each participant’s needs for services; 4) to provide services to meet participants’ needs such as assessment of learning styles or strategies and an Individual Services Plan (ISP). Various workshops and group counseling activities will be offered to cover an array of topics in preparation for postsecondary entry and persistence. Field trips will be offered for both middle school and high school participants to visit college and university campuses, college fairs, and businesses. The Talent Search Program proposes academic tutoring and mentoring that are addressed in Competitive Preference Priorities 1a, 1b and 2a, 2b. The links to the cited studies that support the proposed academic tutoring and mentoring activities are: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_cogtutor_012913.pdf http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf

Fort Valley State University has administered the Talent Search Program in Central and Southwestern Georgia since 1992. Continued funding is very critical to offer stability for educational and career services and to close the achievement gap for eligible youth in the target area.
Job Descriptions

Position Title: Director

**Duties and Responsibilities**

(a) Ensure that all federal regulations governing Talent Search are being met, (b) Certify participant eligibility, (c) Oversee documentation of eligibility in participant files, (d) Oversee data collection on participant activities and academic progress, (e) Coordinate project staff and activities, (f) Maintain coordination among other programs and agencies, (g) Coordinate and provide tutorial training workshops as needed, (h) Develop and monitor budget that is consistent with regulations and reasonable to program objectives, (i) Research, write, and oversee timely submission of federal reports, grant proposals, monthly progress reports, executive summaries, and annual reports.

**Educational Qualifications/Experience**

- Master’s Degree in Education or higher in Higher Education, Educational Administration, or Counseling.
- Experience in administration of programs involving education and/or counseling, including project applications, reports, etc.
- Experience or training in areas of advising, education, social work, or psychology.
- Previous experience in coordination of tutoring, academic advising, and/or career counseling, especially with disadvantaged students.
- Strong communications, organizational/management skills, and sensitivity in understanding and relating to others.
- Experience with grant writing.

**Supervision Received**
The Director reports directly to the Director of the Public Service Center.

Position Title: Educational Specialist

**Duties and Responsibilities**

(a) Identify potential participants and assist in the selection process, (b) Obtain appropriate first generation and low income documentation for participants, (c) Provide orientation and needs assessments, (d) Provide academic, career, and personal counseling, (e) Write Individual Service Plans (ISP’s) upon review of participants’ needs assessments in a timely manner, (f) Develop and maintain a file on each participant, (g) Monitor academic progress of participants, (h) Conduct personal growth and academically oriented workshops, (i) Maintain contact with parents of participants, (j) Provide participants with information on postsecondary educational opportunities and financial aid, (k) Assist with the coordination of tutoring/supplemental instruction, (l) Maintain contact with human services agencies, (m) Document services provided to participants and submit in a timely manner, (n) Submit travel requests, travel expense statements and monthly reports in a timely manner, (o) Track and document postsecondary enrollment and degree attainment of former participant on a monthly, quarterly, and annual basis.

**Educational Qualifications/Experience**
• A minimum of a Bachelor’s Degree in psychology, social work, education or related field required. A Master’s Degree is preferred.

• Adequate written and verbal skills.

• Familiarity with the social, economic, and cultural life of low income and disadvantaged persons.

• Experience with disadvantaged students in promoting educational opportunities.

**Supervision Received**
The Educational Specialist reports directly to the Project Director of Talent Search.

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### Position Title: Technology Coordinator

**Dual Position**

<table>
<thead>
<tr>
<th><strong>Duties and Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Assist staff with computer set-ups, (b) Trouble-shoot technical problems and recommends repair needs, (c) Coordinates maintenance and repair of hardware and/or networks, (d) Maintains inventory of equipment, (e) Assists staff on how to use software, (f) Facilitate technology workshops, (g) Attend technology-related classes, seminars, conferences and workshops, (h) Develop/update Talent Search web site, Twitter and Facebook page, (i) Facilitates Family Computer Night activities, (j) Serve as liaison with collaborative community agencies and target schools, (k) Make recommendations for technology purchases.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Educational Qualifications/Experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• A minimum of a Bachelor’s Degree in Computer Information Systems education or related field required.</td>
</tr>
<tr>
<td>• A Master’s Degree is preferred.</td>
</tr>
<tr>
<td>• Familiarity with the social, economic, and cultural life of low-income and disadvantaged persons.</td>
</tr>
<tr>
<td>• Experience with disadvantaged students in promoting educational opportunities.</td>
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</table>

**Supervision Received**
The Technology Coordinator reports directly to the Project Director of Talent Search.

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### Position Title: Administrative Secretary/Field Assistant

<table>
<thead>
<tr>
<th><strong>Duties and Responsibilities</strong></th>
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</thead>
<tbody>
<tr>
<td>(a) Assist the Project Director with Project administration including the collection of participant eligibility documentation, (b) Assist the Project Director in all aspects of the tutorial component – the coordination of time sheets, tutoring records/summaries, and other documentation, (c) Assist the Project Director in keeping records and statistics for reporting purposes, (d) Enter participant contact information, former participants’ postsecondary status and degree attainment in computer database, (e) Generate routine computer reports as requested, (f) Ensure the confidentiality of project files, records, and communication, (g) Coordinate schedules of project staff including student workers, (h) Provide prescribed routine collection for files of incoming eligible participants, (i) Answer the central phone and take messages, (j) Collect and distribute mail on a daily basis, (k) Advise the Project Director on supplies inventory control and</td>
</tr>
</tbody>
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improvements that can be made in project recordkeeping, (l) Assist the Project Director in other assignments or projects as needed, including chaperoning on field trips and other field assignments.

### Educational Qualifications/Experience
- Associate or Bachelor’s Degree preferred.
- A minimum of a high school diploma required.
- Adequate computer/word processing skills
- Excellent typing skills.
- Ability to perform moderate bookkeeping/accounting.
- Experience with working in TRiO programs or working with disadvantaged students.

### Supervision Received
The Administrative Secretary/Field Assistant reports directly to the Project Director.

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## Position Title: Professional Tutor/Teacher

### Duties and Responsibilities
(a) Tutor individual students and facilitates group study sessions, (b) Write clear summaries of tutoring sessions with students, (c) Refer students experiencing personal or severe academic difficulties to the school counselor or the Talent Search Educational Specialist, (d) Assist students with computer instruction, (e) Offer study skills assistance when needed. (f) Attend meetings with the Director or Educational Specialist as requested.

### Educational Qualifications/Experience
- Minimum of a four year college degree or above preferred with a minimum of B average or above in the subject to be tutored.
- Demonstrate competency in subjects to be tutored.
- Good interpersonal skills.
- Previous experience as a tutor or teacher desirable.
- Good written and verbal communication skills.
- Sensitive to the needs and problems of underprepared and learning disabled students.

### Supervision Received
The Professional Tutor/Teacher reports directly to the Director. The Educational Specialist may assist the Director in offering supervision. All final decisions will be made by the Director of Talent Search.

---

## Position Title: Director

### Duties and Responsibilities
(a) Ensure that all federal regulations governing Talent Search are being met, (b) Certify participant eligibility, (c) Oversee documentation of eligibility in participant files, (d) Oversee data collection on participant activities and academic progress, (e) Coordinate project staff and activities, (f) Maintain coordination among other programs and agencies, (g) Coordinate and provide tutorial training workshops as needed, (h) Develop and monitor budget that is consistent
with regulations and reasonable to program objectives, (i) Research, write, and oversee timely submission of federal reports, grant proposals, monthly progress reports, executive summaries, and annual reports.

**Educational Qualifications/Experience**

- Master’s Degree in Education or higher in Higher Education, Educational Administration, or Counseling.
- Experience in administration of programs involving education and/or counseling, including project applications, reports, etc.
- Experience or training in areas of advising, education, social work, or psychology.
- Previous experience in coordination of tutoring, academic advising, and/or career counseling, especially with disadvantaged students.
- Strong communications, organizational/management skills, and sensitivity in understanding and relating to others.
- Experience with grant writing.

**Supervision Received**
The Director reports directly to the Director of the Public Service Center.

---

**Position Title: Educational Specialist**

**Duties and Responsibilities**

(a) Identify potential participants and assist in the selection process, (b) Obtain appropriate first generation and low income documentation for participants, (c) Provide orientation and needs assessments, (d) Provide academic, career, and personal counseling, (e) Write Individual Service Plans (ISP’s) upon review of participants’ needs assessments in a timely manner, (f) Develop and maintain a file on each participant, (g) Monitor academic progress of participants, (h) Conduct personal growth and academically oriented workshops, (i) Maintain contact with parents of participants, (j) Provide participants with information on postsecondary educational opportunities and financial aid, (k) Assist with the coordination of tutoring/supplemental instruction, (l) Maintain contact with human services agencies, (m) Document services provided to participants and submit in a timely manner, (n) Submit travel requests, travel expense statements and monthly reports in a timely manner, (o) Track and document postsecondary enrollment and degree attainment of former participant on a monthly, quarterly, and annual basis.

**Educational Qualifications/Experience**

- A minimum of a Bachelor’s Degree in psychology, social work, education or related field required. A Master’s Degree is preferred.
- Adequate written and verbal skills.
- Familiarity with the social, economic, and cultural life of low income and disadvantaged persons.
- Experience with disadvantaged students in promoting educational opportunities.

**Supervision Received**
The Educational Specialist reports directly to the Project Director of Talent Search.
Position Title: Technology Coordinator

(Dual Position)

**Duties and Responsibilities**

(a) Assist staff with computer set-ups, (b) Trouble-shoot technical problems and recommends repair needs, (c) Coordinates maintenance and repair of hardware and/or networks, (d) Maintains inventory of equipment, (e) Assists staff on how to use software, (f) Facilitate technology workshops, (g) Attend technology-related classes, seminars, conferences and workshops. Develop/update Talent Search web site, Twitter and Facebook page, (i) Facilitates Family Computer Night activities, (j) Serve as liaison with collaborative community agencies and target schools, (k) Make recommendations for technology purchases.

**Educational Qualifications/Experience**

- A minimum of a Bachelor’s Degree in Computer Information Systems education or related field required.
- A Master’s Degree is preferred.
- Familiarity with the social, economic, and cultural life of low-income and disadvantaged persons.
- Experience with disadvantaged students in promoting educational opportunities.

**Supervision Received**
The Technology Coordinator reports directly to the Project Director of Talent Search.

---

Position Title: Administrative Secretary/Field Assistant

**Duties and Responsibilities**

(a) Assist the Project Director with Project administration including the collection of participant eligibility documentation, (b) Assist the Project Director in all aspects of the tutorial component – the coordination of time sheets, tutoring records/summaries, and other documentation, (c) Assist the Project Director in keeping records and statistics for reporting purposes, (d) Enter participant contact information, former participants’ postsecondary status and degree attainment in computer database, (e) Generate routine computer reports as requested, (f) Ensure the confidentiality of project files, records, and communication, (g) Coordinate schedules of project staff including student workers, (h) Provide prescribed routine collection for files of incoming eligible participants, (i) Answer the central phone and take messages, (j) Collect and distribute mail on a daily basis, (k) Advise the Project Director on supplies inventory control and improvements that can be made in project recordkeeping, (l) Assist the Project Director in other assignments or projects as needed, including chaperoning on field trips and other field assignments.

**Educational Qualifications/Experience**

- Associate or Bachelor’s Degree preferred.
- A minimum of a high school diploma required.
- Adequate computer/word processing skills
- Excellent typing skills.
- Ability to perform moderate bookkeeping/accounting.
- Experience with working in TRiO programs or working with disadvantaged students.
Supervision Received
The Administrative Secretary/Field Assistant reports directly to the Project Director.

**Position Title: Professional Tutor/Teacher**

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<td>(a) Tutor individual students and facilitates group study sessions, (b) Write clear summaries of tutoring sessions with students, (c) Refer students experiencing personal or severe academic difficulties to the school counselor or the Talent Search Educational Specialist, (d) Assist students with computer instruction, (e) Offer study skills assistance when needed. (f) Attend meetings with the Director or Educational Specialist as requested.</td>
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<table>
<thead>
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<th>Educational Qualifications/Experience</th>
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<td>• Demonstrate competency in subjects to be tutored.</td>
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<td>• Good interpersonal skills.</td>
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<td>• Previous experience as a tutor or teacher desirable.</td>
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<td>• Good written and verbal communication skills.</td>
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<tr>
<td>• Sensitive to the needs and problems of underprepared and learning disabled students.</td>
</tr>
</tbody>
</table>

Supervision Received
The Professional Tutor/Teacher reports directly to the Director. The Educational Specialist may assist the Director in offering supervision. All final decisions will be made by the Director of Talent Search.

**Criterion:** The plan, including timelines, personnel, and other resources, to ensure the proper and efficient administration of the project, including the project’s organizational structure; the time commitment of key project staff; and financial, personnel, and records management. [643.21 (c) (5)]

**Organizational Structure**

Fort Valley State University is a public land-grant four year university operating under the Board of Regents within the University System of Georgia. The Talent Search Program reports to the area of External Affairs. The chain of command runs upwards directly to the
President of the University. The following chart illustrates the required time commitment to the project for regular full-time staff persons.

**Table 1**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NUMBER OF MONTHS</th>
<th>PERCENT OF TIME</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Specialist #1</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Specialist #2/Technology Coordinator</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Specialist #3</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>Admin. Secretary/Field Assistant</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

A. **Fiscal Management of Grant Funds**

The University is subject to state regulations and procedures and to state and federal auditing in the expending and accounting of all funds. Talent Search funds will be recorded and disbursed according to these procedures to assure complete and accurate records. Audit reviews will be conducted on a regular basis to assure conformity to state fiscal policies and procedures. The PeopleSoft accounting system as mandated by the Chancellor’s Office of the University System of Georgia and approved by the Board of Regents is the **online system** employed by the University. All financial aspects of Talent Search will be supervised by the Chief Financial Officer.

B. **General Management**
In compliance with EDGAR (Education Department General Administrative Regulations), the Director will be vested with sufficient authority to accomplish the goals and objectives of Talent Search, and will spend as much time as is necessary to assure that the project functions as stipulated in the proposal. The Director will be the official voice of Talent Search and will be charged with the general administration and supervision of the project.

The Educational Talent Search Policies and Procedures Manual serves as a guide for Talent Search personnel. It contains guidelines, procedures, and tips that are helpful in performing assigned duties. In addition to a Policies and Procedures Manual, a Talent Search Master Calendar is distributed to each staff member at the beginning of each project year.

C. Documentation and Reporting for Compliance

Records will be maintained of each Talent Search activity or service provided with the use of the “Individual Participant Contact” form to assure that compliance and performance may be audited. All participants will be required to sign attendance sheets and complete evaluation forms for each major activity. Also, participants will be required to complete summative program evaluations. The information from the “Individual Participant Contact” forms will be keyed into on the Blumen 10.4 Student Tracking System and coded for themes (qualitative evaluation). Also, participant demographic information, including eligibility criteria, will be maintained on this computerized tracking system. Hard copies of completed Talent Search Application sheets along with eligibility documentation, demographic data, needs assessments, career survey results, grade reports, standardized test scores, and other pertinent information will be maintained in each individual participant’s file.
In addition, the Educational Specialists will submit *Monthly Progress Reports* to the Director. The Director will submit *Annual Reports* to the Director of the Public Service Center who reports to the Vice President for External Affairs.

The travel plans of the Director and Academic Field Representatives will be documented on “*PeopleSoft Travel Authorization*” forms and on “*Weekly Itineraries*.” This documentation will be submitted online on the PeopleSoft Financial System for approval and budget checking.

**D. Records Related to Performance**

The Director will oversee the completion of all *Annual Performance Reports for Continuation Applications* for Talent Search as required by the U.S. Department of Education. These reports will be submitted in a timely manner and copies of these reports will be maintained in the Director’s office.

**E. Staff Performance Evaluations**

Staff performance evaluations will also be kept on file. Each Educational Talent Search staff member will be required to have his/her work performance evaluated annually. The Director of the Public Service Center will evaluate the Director’s performance and offer feedback.

**Table 2**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Lines</th>
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<tbody>
<tr>
<td>EDUCATION TALENT SEARCH</td>
<td></td>
</tr>
<tr>
<td>MANAGEMENT ACTIVITY CHART</td>
<td></td>
</tr>
<tr>
<td>Policies and Procedures Manual</td>
<td>Sept. – August (12 months out of the years)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Talent Search Master Calendar</td>
<td>Sept.- August (12 months out of the year)</td>
</tr>
<tr>
<td>Staff Update to Mission, Goals, Objectives (Strategic Plan)</td>
<td>August (annually)</td>
</tr>
<tr>
<td>Regular Monthly Staff Meetings and/or Individual Consultations</td>
<td>Sept – Aug. (12 months out of the year)</td>
</tr>
<tr>
<td>Travel Authorization Forms</td>
<td>Sept. – Aug. (12 months out of the year)</td>
</tr>
<tr>
<td>Weekly Itineraries</td>
<td>Sept. – Aug. (12 months out of the year)</td>
</tr>
<tr>
<td>Individual Participant Contact (Forms)</td>
<td>Sept. – Aug. (12 months out of the year)</td>
</tr>
<tr>
<td>Follow-up Monitoring of Former Participants</td>
<td>(Sept., Nov., Feb., May, July, Aug.,) (also monthly, quarterly, annually)</td>
</tr>
<tr>
<td>Annual Staff Performance Evaluations</td>
<td>Feb. to March (annually)</td>
</tr>
<tr>
<td>Monthly and Weekly Progress Reports</td>
<td>Sept. – Aug. (12 months out of the year)</td>
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<tr>
<td>Talent Search Strategic Plan (Institutional)</td>
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<td>Staff in Service Training (Professional)</td>
<td>Sept. – Aug. (12 months out of the year)</td>
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<td>Data Collection for Formative Evaluation</td>
<td>Sept. – Aug. (12 months out of the year)</td>
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<tr>
<td>Program Summative Evaluation</td>
<td>April, May, June (3 months out of the year)</td>
</tr>
<tr>
<td>Annual Performance Reports U.S. Dept. of Ed.</td>
<td>November or December (annually)</td>
</tr>
</tbody>
</table>

**Job Performance Guidelines**

**Unacceptable Employee Actions**

As an employee of the Educational Talent Search Program at Fort Valley State University, productivity as well as adhering to published rules and regulations, and to accepted customs and standards of courtesy, conduct and cooperation is expected. The following are examples of actions which are unacceptable to the program and college and which may result in disciplinary action or discharge.

- Failure or being unfit to perform assigned duties
- Conviction of a felony or crime involving moral turpitude
- Bringing discredit to the program or university
- Insubordination
• Negligence
• Falsifying records, reports, or information
• Theft
• Smoking in front of clients during group sessions or field trips
• Intoxication or drinking on the job, especially during field trips
• Conducting searches on the Internet via office computers, iPads, or smartphones for information that is irrelevant for the program
• Failure to request leave for an absence or reason for absence
• Discourteous behavior
• Habitual absence or tardiness
• Unauthorized absence from assigned work area
• Entering an unauthorized area at any time
• Interfering with the work performance of another employee
• Wasting materials
• Willfully damaging equipment or property
• Willfully violating safety regulations
• Gambling
• Habitual prolonged social visits, including on smartphones
• Using or selling narcotics on the university premises
• Job abandonment
• Any misconduct interfering with performance of duties

Due Process
Due process is a system of established proceedings designed to safeguard the rights of the individual employee and as a means of resolving conflicts in the workplace. This means that protections are in place for the individual both as a grievant and respondent.

Therefore, all staff members should take one or more of the following steps in order to resolve conflicts. Dialogue between opposing parties often leads to the discovery that the conflict may be caused by unfounded resentment and poor communication. Although the individual is not legally bound to follow this process, doing so would demonstrate good professional judgment.

1. Meet with your immediate supervisor and the other party, even if the conflict is with the supervisor.
2. Meet with the Director of Educational Talent Search if no satisfactory resolution if found.
3. Meet with the Director for Public Service Center if the issue cannot be resolved.
4. Meet with the Vice President for External Affairs if the issue cannot be resolved at the Director of Public Service Center level.
5. If no resolution is found at either of the preceding unit or area levels, then consult with the Office of Human Resources in order to have your complaint addressed in a formal Grievance Hearing.

**Professional Work Day**

All professional staff members are required to complete a weekly itinerary which not only indicates destinations for specific days of the week, but also gives a brief explanation for the purpose of each trip. Copies of the Weekly Itinerary should be submitted with the Director and the Administrative Secretary/Field Assistant.
Regular workday hours are from 8:00 a.m. – 5:00 p.m., Monday through Friday. However, due to the nature of the outreach work (weekends and evenings) in Educational Talent Search, flexible work hours will be taken into consideration for compensatory time. All staff members are required to give notice to the Administrative Secretary/Field Assistant or Director when he or she will be away from the office for extended periods of time.

Staff members are not permitted to engage in paid consultant activities which conflict with normal activities and work schedules.

### Leave

#### Annual

All full-time staff members may accrue annual (vacation) leave per month. Annual Leave (vacation) requests should be completed at least (3) days in advance online in the ADP system when possible and approved by the Director. Eligible employees shall be entitled to vacation at the following rates:

- 1-1/4 days per month for the first five hours of service (10 hours)
- 1-1/2 days per month for five to ten years of service (12 hours)
- 2-3/4 days per month for ten years of service (14 hours)

#### Sick Leave

All staff persons are expected to report their absence due to illness to the Director prior to the start of the working day and to complete the Request for Sick Leave on ADP if possible. Staff members should also complete a Request for Sick Leave form upon return to work. Staff members may accrue as many as 8 hours of sick leave per calendar month of service.
1. Sick leave may be granted upon approval by the supervisor for any of the following reasons:
   (a) Illness or injury of the employee
   (b) Medical and dental treatment or consultation
   (c) Quarantine due to a contagious illness in the employee’s household
   (d) Disability due to pregnancy
   (e) Illness, injury, or death in the employee’s immediate family requiring the employee’s presence. Immediate family shall include: mother, father, husband, wife, son, daughter, brother, sister, mother-in-law, father-in-law, son-in-law, brother-in-law, sister-in-law, and grandparents.

2. If sick leave is claimed for a continuous period in excess of three (3) business days, a physician’s statement is required to permit further claim of sick leave benefits by the employee-patient. *At his or her discretion, the Director may require a statement of a shorter period. A copy of the physician’s statement shall be forwarded to the Human Resources Office as soon as possible leave is reported in the ADP system.

3. Request for extended leave must be submitted to Human Resources within three (3) working days of the request. The Director is responsible for the prompt reporting of all sick leave.

4. A terminating employee shall not accumulate sick leave or be entitled to receive sick pay for the last working day of his or her employment.

**Travel Reimbursement Procedures**

1. Staff eligible for travel reimbursement must receive prior approval from the Director. Staff members are expected to submit a completed Travel Authorization via the PeopleSoft System or complete a standing authorization number on Travel Expense Statements for routine travel to target schools and community agencies. The Travel Authorization should include dates, time of
departure, place, purpose of travel, and estimate expenses. After the approved Travel Authorization has been approved through all channels in the PeopleSoft System and the travel has been completed, the staff person should complete a Travel Expense Statement via the PeopleSoft System and submit online to the Director for approval.

2. The Travel Authorization is void fifteen (30) working days after the last day of travel shown hereon. **Within 30 days of completion of travel, submit a completed Travel Expense Statement, and required agenda and other documentation to Accounting Services for reimbursement.**

**Evaluation of Activities**

1. All group (workshop) presentations must be evaluated by participants. Use the standard Scantron ETS Workshop Evaluation form. In addition, all ETS staff members are required to complete the *ETS Workshop/Group Counseling Evaluation Report* along with supporting documentation.

2. All campus visitations and cultural enrichment activities must be evaluated by participants. Please use the Standard Scantron *ETS Campus Orientation/Visitation Cultural Enrichment Activity Evaluation*. In addition all Talent Search Staff members are required to complete the ETS Campus Visit/Field Trip Evaluation Report.

3. All college fairs must be evaluated by participants. Please use the standard Scantron *ETS College Fair Evaluation* form. In addition, participants should complete the *ETS College Fair Questionnaire*. Staff members are required to complete the *ETS Campus Visit/Field Trip Evaluation Report*.

**Leave Request**
1. If unexpected circumstances or emergencies occur, an Request for Leave is required to be submitted via the ADP System. Leaving a note in the Director’s box or with the Administrative Secretary/Field Assistant is unacceptable.

**Punctuality**

1. The standard work week for classified employees is 40 hours per week with business hours of 8:00 a.m. to 5:00 p.m., Monday through Friday, with one hour for lunch. However, necessary flexibility from the standard work week to meet the requirements of Educational Talent Search are recognized conditions as a result of evening, weekend work, extended, hours, etc. Staff members are required to complete Compensatory Time Reports and to submit them to the Human Resources Office.

2. Chronic tardiness/absenteeism from the office or sites will lead to the following:
   
   (a) Reprimand
   
   (b) Counseling
   
   (c) Termination

**Travel to Sites**

1. A Travel Authorization should be completed and submitted promptly as soon as site destinations are known. A Travel Authorization should be completed before the planned trip(s).

2. When the Travel Authorization has been approved through the ranking channels and the travel has been completed, a Travel Expense Statement should be completed via the PeopleSoft System.

3. Mileage will be applied at the same rate (standard mileage rate).
4. Mileage should not be allowed to pile up for several weeks before submitting a Travel Expense Statement.

5. When you make trips to your sites, you should leave at a time that will allow your arrival and return within a normal working day (8:00 a.m. -5:00 p.m.) if all possible. However at times there will have to be some exceptions due to scheduling, etc.

6. Escorting or driving individual clients to colleges, schools, et cetera at program expense is prohibited.

7. Multiple visits to the same target schools or other sites within one week should be avoided whenever possible.

8. All workshops, meetings, and tours taking place outside the normal business hours should be listed on the Compensatory Time Record to ensure that an accurate record of time may be maintained.

Use of Supplies

1. Supplies are stored in the storage room. Supplies should be utilized as needed without unnecessary waste.

2. Staff members should inform the Administrative Secretary/Field Assistant or the Director when supplies are low in quantity.

Use of Equipment

1. Staff persons who are assigned equipment (computers, iPads, cameras, ETS table cloths, etc.) are responsible for providing reasonable protection from theft and damage.

2. In the event equipment is lost or stolen, the staff member will be held responsible for the replacement of such equipment. Upon termination of employment, the staff member will be held responsible for the replacement of such equipment. Upon termination of
employment, the replacement cost of equipment may be taken out the employee’s last paycheck if no alternative means of replacement have taken place.

**Client Confidentiality**

1. Staff persons are required to keep such matters as family income, family educational levels, personal advising sessions, and other issues strictly confidential at all times.
2. Staff persons should avoid the discussion and sharing of client information with parties other than those involved in meeting client needs.

**Telephone Use**

1. Keep all personal calls to a minimum on your office phone.
2. Keep all personal calls to a minimum on your cell phone or smartphone.

**University Vehicle/Charter Bus Requests**

1. The staff person should first check with Auxiliary Services on the availability of a vehicle(s) for a specific date. If one is available, the staff person should verbally request that the vehicle(s) be reserved. The staff person should estimate the round trip mileage and cost by using the vehicle rate established by Auxiliary Services. A university Vehicle Request should be completed and submitted to the Director for approval. The Director will submit the approved Vehicle Request to her immediate supervisor to be approved and routed accordingly.

**Intake Procedures**

I. Creating and Maintaining Client Files
1. Disseminate the ETS brochures. Provide an overview of the Talent Search Program by informing prospective participants how the program can be beneficial in assisting them in continuing in school and enrolling in postsecondary education.

2. Require prospective participants to complete an ETS Application form and to acquire a required parental signature. Inform prospective participants that they will need to submit appropriate family income documentation such as a copy of the previous year’s parents’ signed federal 1040 income tax return, public assistance, food stamp verification, social security income, signed verification of income statement, etc.

3. Make sure the needs assessment section of the ETS Application has been completed to justify services needed for participation in Educational Talent Search.

4. The Director will review the files of prospective participants. The Director will complete an *Eligibility/Rationale* form to approve or reject prospective participants’ applications.

5. The Administrative Secretary/Field Assistant will enter all demographic information into the Blumen database and will create a database file for each new applicant.

6. The Administrative Secretary/Field Assistant will create an official hard file for the program’s central file.

7. The Administrative Secretary/Field Assistant will generate congratulations letters for the newly accepted participants and their parents or guardians and student identification numbers.

8. The Administrative Secretary returns the original applications and any supporting documentation to the Director.

9. The Director returns the approved application and supporting documentation to the Educational Specialists.
10. The Educational Specialist creates a hard file. All file folders should have name labels and should be categorized by counties and then by target schools.

11. If an application is rejected, the application and supporting documentation will be returned the Educational Specialist to enable him or her to obtain the appropriate missing information or documentation for resubmission to the Director.

12. After the Educational Specialist has created a hard file, he or she should complete an Individualized Education Plan (I. E. P.) for the applicant. The I. E. P. will include recommended services/treatment, recommended workshops, and long term/short term educational plans.

II. Weekly Itineraries

1. Each professional staff member except for the Administrative Secretary/Field Assistant is required to submit a Weekly Itinerary by Monday or Tuesday of each week to the Director. Each day of the specific week should include approximate departure times, destinations (schools and/or cities) and a brief purpose for each visit.

III. Monthly Reports

1. Each Educational Specialist staff member except for the Administrative Secretary/Secretary is required to write and submit a Monthly Report based on the previous month’s activities to the Director. The report will be due around the 15th or other specific date of each month.

2. The Monthly Report should include the following: activities involved for the month, meetings and conferences, special activities, projected activities for the up-coming month, evaluation, problems, and participant contacts. The program uses a pre-formatted form for writing Monthly Reports.
IV. Follow-Up

The plan to follow former participants as they enter, continue in, and complete postsecondary education. [643.21 (c) (6)]

Table 3
Plan to Follow Former Participants

<table>
<thead>
<tr>
<th></th>
<th>1. Conduct Final (after high school graduation) Follow-Up to obtain current postsecondary education enrollment status, addresses, e-mail addresses, regular phone, and cell numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Forward correspondence to former participants and parents or guardians that as part of the Talent Search Agreement (signed at the beginning of the recruitment/intake process) they signed to allow the Talent Search Program staff to monitor their academic progress as they matriculate into their first year of college and throughout the four or more years of postsecondary education enrollment.</td>
</tr>
<tr>
<td></td>
<td>3. Conduct follow-up on a monthly, quarterly, and annual basis to verify postsecondary education enrollment. Offer advice and referrals if deemed necessary. Offer encouragement, assistance, and referrals to continue making academic progress to increase postsecondary attainment.</td>
</tr>
<tr>
<td></td>
<td>4. All (100%) former participants (postsecondary enrollees) will be monitored for their current postsecondary academic status.</td>
</tr>
<tr>
<td></td>
<td>5. Monitor postsecondary enrollment status of postsecondary enrollees for four or more years, depending on the longevity of the postsecondary enrollment.</td>
</tr>
<tr>
<td></td>
<td>6. Document postsecondary education enrollment status of former Talent Search participants and maintain on-going records in the Blumen 10.4 database and in hard copies.</td>
</tr>
<tr>
<td></td>
<td>7. Verify postsecondary enrollment status via the National Student Clearinghouse online postsecondary education enrollment services.</td>
</tr>
<tr>
<td></td>
<td>8. Locate students that are difficult to find via Scholars Information Services, Incorporated, an online service that provides current addresses and/or phone numbers. This service will be used as a back-up to the National Student Clearinghouse online service.</td>
</tr>
<tr>
<td></td>
<td>9. Verify postsecondary degree attainment with university/college registrar’s offices via e-mail or U.S. Mail based on signed/prior approval for Release of Academic Information forms.</td>
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</table>

V. Withdrawals

1. When a client voluntarily or in some cases involuntarily withdraws from Educational talent Search, the Educational Specialist is required to complete the ETS Withdrawal form.
2. The Participant Withdrawal form along with the participant’s hard file is submitted to the Director for inactivation purposes.

VI. Inactivating Clients

1. When a client is inactivated, the information is entered on the *ETS Personal Profile, Graduation/Withdrawal Information* form. The completed form is completed by the counselor or Director. The reason for withdrawal or inactivation is entered in the Blumen database by the Administrative Secretary/Field Assistant. The inactivated file is to be kept separated and boxed for storage.

A. Policy for Annual Performance Evaluation

The Board of Regents Classified Policies requires an annual performance of evaluation for all classified employees. The evaluation shall be conducted in accordance with the instructions on the Fort Valley State University Performance Evaluation form.

B. Purpose and Objectives of Performance Evaluation System

The Performance Evaluation System is designed to:

(a) Maintain or improve each employee’s job satisfaction and morale by letting the employee know that his or her supervisor is interested in his or her job progress and professional development.

(b) Serve as a systematic guide for supervision in planning each employee’s training and job performance.

(c) Assist in planning personnel transitions and placements that utilize each employee’s capabilities.
(d) Provide an opportunity for each employee to discuss job problems or improvements that can be made.

**PROJECT PURPOSE AND OBJECTIVES**

**Criterion:** The Secretary evaluates the quality of the applicant’s objectives and proposed targets (percentages) in the following areas on the basis of the extent to which they are both ambitious, as related to the Need data provided under paragraph (a) of this section, and attainable, given the project’s plan of operation, budget, and other resources: (1) Secondary school persistence. (2) Secondary school graduation (regular secondary school diploma). (3) Secondary school graduation (rigorous secondary school program of study). (4) Postsecondary education enrollment. (5) Postsecondary degree attainment.

**Objective 1: Secondary School Persistence**

75% 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.

**Relationship to the Need in the Target Area:** The 9-county target area has a significantly low education attainment rate (14.7%) as well as a significant low rate (50.2%) of high school persistence for a rural area. To compound these problems, the overall SAT/ACT scores are lower than the state and national averages. As stated earlier, 13% of the target area seniors are not graduating with a regular secondary diploma in the standard number of years which is a very significant indicator for the need for increased school persistence for the rural nine county target area.

**Is Ambitious as Related to the Need in the Target Area:** Low secondary school persistence (50.2%) is prevalent in the target area. Objective 1 is ambitious because this low percentage is an indicator that the target area needs assistance in motivating target area students to set goals to aspire to earn good grades in high school and be promoted to the next grade level.
Is Attainable given The Project’s Plan of Operation, Budget, and Other Resources: The Plan of Operation for the Fort Valley State University Talent Search Program specifically outlines persistence strategies/services to be provided to all 6th – 12th grade participants. The Budget includes funding for early intervention activities named above as well as tutoring/supplemental instruction for a rigorous curriculum, field trips to college campuses and businesses, technology workshops, financial literacy workshops, parental involvement that includes chaperoning on field trips, Family Night activities, Summer Leadership/STEM Academy, etc. Talent Search will partner with community resource persons to offer many of these activities.

| Objective 2: Secondary School Graduation (regular secondary school diploma): |
| 70% 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. |

Objective 2 directly relates to the need in the 9 county target area as a result of low educational attainment percentages (14.7) and the lower rates of high school persistence (50.2%) for the rural area. To compound these problems, this target area has low postsecondary enrollment rates (overall 43.8%).

Is Ambitious as Related to the Need in the Target Area: Objective 2 is ambitious because 13% of the high school seniors did not graduate with a regular secondary school diploma in the standard number of years which resulted in a total of 176 students who did not graduate in four years. One hundred seventy six (176) is a very significant number of students in the rural area.

Is Attainable given The Project’s Plan of Operation, Budget, and Other Resources: The Plan of Operation specifically outlines high school graduation strategies/services to be provided for 6th - 12th grade participants. The services are comprehensive as outlined in the Plan of
Operation and includes the use of technology. The Budget includes funding to offer tutoring/supplemental instruction and meeting space will be provided by the target schools and other community organizations. As stated earlier, academic tutoring is addressed in Competitive Preference Priorities 1a and 1b. Mentoring is addressed in Competitive Preference Priorities 2a and 2b.

**Objective 3: Secondary School Graduation (rigorous secondary school program of study):**

70% 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.

**Relationship to Need in the Target Area:** Objective 3 directly relates to the need in the rural 9 county target area as a result of 13% of high school seniors who are not graduating with a regular secondary diploma in the standard number of four years. Very limited academic support is offered as stated in the Need Section. As stated earlier, 55% in the target area are passing the Criterion Referenced Competency Test (CRCT) with average scores and 22.1% are not meeting academic requirements.

**Is Ambitious as Related to the Need in the Target Area:** Objective 3 is ambitious because 13% of seniors not graduating in the standard number of years is a significant percentage for rural counties. All high school students in the State of Georgia are required to take a rigorous curriculum as mandated by the Georgia Performance standards as stated in the Need section.

**Is Attainable given the Project’s Plan of Operation, Budget, and Other Resources:** The Plan of Operation specifically outlines high school graduation strategies/services to be provided to 9th-12th grade participants for providing academic support (academic tutoring/supplemental instruction, mentoring, academic monitoring, and academic advising). The Budget includes
funding for academic tutoring/supplemental instruction. Meeting space and access to computers with Internet connection will be provided by the target schools and community organizations. Again, academic tutoring and mentoring are addressed in the Competitive Preference Priorities.

**Objective 4: Postsecondary Education Enrollment**

70% of participants, who 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).

**Relationship to the Need in the Target Area:** Objective 4 is clearly related to the Need of the 9 county target area as a result of an overall low postsecondary educational attainment (14.7%), lower rates (50.2%) of high school persistence for rural counties, low SAT/ACT scores (1217 and 17.4 respectively), and a low postsecondary enrollment rate (43.8%). As previously stated, the high school student/counselor ratio, limited academic support, including not being prepared for college/university admission standards compounds the need in this target area.

**Is Ambitious as Related to the Need in the Target Area:** Objective 4 is ambitious because the postsecondary enrollment rate (43.8%) for the nine county target area is very low. The educational attainment for a Bachelor’s Degree or higher is only 14.7%.

**Is Attainable given the Project’s Plan of Operation, Budget, and Other Resources:** The Plan of Operation specifically outlines postsecondary enrollment strategies/services to be provided for “senior year” participants. The Budget contains funding for field trips to prospective colleges and universities as well as businesses. It also includes payment for SAT/ACT registration fees and college admission application fees. Other resources to support postsecondary enrollment are college fairs, college admission application fee waivers, and
community resource collaborations. Based on previous project years’ performance, a 70% or above postsecondary placement rate will be attainable. Academic tutoring and mentoring as addressed in Competitive Preference Priorities will enhance the likelihood of postsecondary enrollment.

<table>
<thead>
<tr>
<th>Objective 5 Postsecondary Attainment</th>
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<tbody>
<tr>
<td>30% 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.</td>
</tr>
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</table>

**Relationship to the Need in The Target Area:** Objective 5 is also directly related to the Need of the 9 county area as a result of an overall low educational attainment (only 14.7% persons 25 and over with a Bachelor’s Degree or higher). In addition, Objective 5 is directly related to the Need as a result of the low postsecondary enrollment rate (43.8%). There is a critical need for a rigorous curriculum as stipulated by the Georgia Department of Education to help to prepare students for postsecondary education entry and for persistence to attain the Bachelor’s Degree.

**Is Ambitious as Related to the Need in the Target Area:** Objective 5 is ambitious because of the low educational rate (14.7%) for a Bachelor’s Degree or higher for the target area. It will be quite a challenge to motivate participants to set goals for postsecondary attainment because of the low rate in the target area. Many families in the target area simply do not see the value of a postsecondary degree. **Only 36 percent of U. S. undergraduates complete a degree within four years** (New York Times 2014 website: http://www.nytimes.com). Fifty nine percent (59%) obtain a bachelor’s degree within six years (National Center for Education Statistics 2014). Website: (https://nces.ed.gov/fastfacts/display.asp?id=40).
Is Attainable given the Project’s Plan of Operation, Budget, and Other Resources: The Plan of Operation specifically outlines the procedures that will be taken to track Talent Search participants when they matriculate into college. The Budget includes funding for the annual registration fee to the National Student Clearinghouse and for the Scholars Information Services, Incorporated, a student locater service. Other resources for monitoring or tracking postsecondary education enrollment/academic progress will include verification of enrollment and graduation status from college and university registrar’s offices with the use of signed Release of Information forms from the participants and their parents or guardians. The Talent Search Program staff will also contact former participants via phone, e-mail, Facebook, and U. S. Mail to offer encouragement, assistance, and referrals to help them to continue in college to increase postsecondary attainment. In addition, an invitation will be extended to Talent Search graduates who enrolled in college to contact the Talent Search Program whenever they feel isolated or need advice to increase postsecondary attainment.

**PROJECT DESIGN: Plan of Operation**

A. Plan to Inform the Community

Criterion: The plan to inform the residents, schools and community organizations in the target area of the purpose, objectives, and services of the project and the eligibility requirements for participation in the project.  [643.21 (c) 1]

**Target Group:** Residents

<table>
<thead>
<tr>
<th>Activity/Method/Timing: What/Where/When/How Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Talent Search Web Site at <a href="http://www.fvsu.edu">www.fvsu.edu</a></td>
</tr>
<tr>
<td>- Media publicity via newspaper articles, television and radio public service announcements both on and off campus at the beginning of each semester.</td>
</tr>
<tr>
<td>- Ongoing dissemination of Informational Brochure.</td>
</tr>
</tbody>
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Target Group: Schools

Activity/Method/Timing
(What/Where/Whom/How Often)

- Talent Search Web Site at www.fvsu.edu and presence on Facebook and Twitter
- Disseminate Informational Brochures to superintendents, principals, counselors, and teachers at the beginning of each fall semester
- Monthly “in person” visits, phone calls and/or emails with school officials
- Informational presentations at school assemblies, individual classes, PTA, and community meetings on a monthly basis
- Counselors will be contacted via phone and e-mail to set up times for school visits for a minimum of a bi-monthly basis.

Resources:
(How/By Whom)

- Internet, Technology Coordinator Program Staff, Commercial Printer, Program Funds, Computers, iPads, Talent Search Brochures and Application Packets, School Counselor

Rationale: (Why)

- The use of the Internet will provide information to students and school personnel about Talent Search
- A Talent Search Informational Brochure will provide an expeditious method of communication about the program and the services offered
- In person school visits, phone calls and/or e-mails will provide regular communication as well as promote good public relations
- To promote awareness about the purpose of Talent Search and the services that the program offers
- To recruit potential eligible applicants.
### Target Group: Community Organizations

**Activity/Method/Timing:**
*(What/Where/When/How Often)*

- Talent Search website at www.fvsu.edu for 24 hours per day, 7 days per week
- Ongoing dissemination of Talent Search Informational Brochures to human services agencies, churches, libraries, and organizations on a monthly basis
- Conduct informational presentations of Family Nights at least twice per semester
- Conduct speaking engagements and joint sponsorship of community educational programs on a monthly basis
- Attend community organization meetings as requested and share Talent Search activity updates.

**Resources:**
*How/By Whom*

- Internet, Program Staff, Talent Search Brochure, Talent Search Letterhead, e-mail, Program Funds, Talent Search Application Packets, Project Director, Executive Directors and Coordinators of community organizations.

**Rationale:** *(Why)*

- The Internet will provide wider access to the staff and clients of community organizations about Talent Search eligibility requirements and services. Dissemination of the Talent Search Brochure will provide more comprehensive information about program services and eligibility criteria.

### B. The Plan to identify and select eligible project participants. [643.21 (c) (2) ]

### Target Group: Potential Middle School and High School Participants

**Activity/Method/Timing:**
*(What/Where/When/How Often)*

- Contact school personnel, community resource people, and other organizations to inform them about the purpose of Talent Search via presentations, and workshops at least monthly.

**Resources:**
*(How/By Whom)*
- Program Staff, Application Packets, Project Director, Program Funds
- Various forms of official government and private business income documentation
- ETS Application/Survey of Academic Services and Program Interest and Learning Styles Survey.

**Rationale: (Why)**

- To promote the program by informing individuals in more detail about the program goals, objectives, eligibility criteria, application, and selection process.
- To get the word out about Talent Search to expedite the recruitment process.
- The identification and selection process for Talent Search declares and reaffirms that all of its program components and related support services and benefits will be conducted in a manner that does not discriminate because of a potential participant’s race, color, creed, religion, gender, national origin, status, disability, or other characteristics as long as these individuals meet the eligibility criteria that are written in the Final Regulations for Talent Search Programs as established in the Federal Register.
- **The policy of the University is in full compliance with Section 427 of GEPA (General Education Provision Act).** The Educational Talent Search Program must abide by the goals of the institution's mission statement and affirmative action policies for equitable access for participation.

- All application materials will be reviewed to determine if they have been filled out correctly and properly signed within one to two weeks of recruitment by the Educational Specialist and Director.
- First Generation eligibility and family income status will be reviewed and verified within one to two weeks of recruitment by the Director.
- Academic/personal needs for program services will be reviewed and determined within one to two weeks of recruitment by the Director. Academic need will be rated as high, medium, or low by the Director.

**Activity/Method/Timing:**

(What/Where/How Often)

- Talent Search Staff will inform public audiences that the program does not discriminate based on race, color, national origin, gender, or disability on an ongoing basis.
- Upon review of potential participants’ application materials, as long as the individuals satisfy eligibility criteria and demonstrate need for program services, the applications will be approved without regard to race, color, national origin, gender, or disability.
- The specific plan to select participants from the pool of eligible participants identified is the following: 1. Potential participants will be selected based on demonstrated need on the Talent Search Application for at least one or more of these criteria: (a) academic tutoring (b) college admissions application process and assistance (including payment of fees), (c) college entrance examination assistance (including payment of registration fees), (d) FAFSA completion, (3) academic advisement on course selection, (f) connections to ACT and SAT assistance, (g) financial aid and scholarships options, (h) financial assistance (including financial literacy), (j) GED assistance, and (k) other specified needs. (2) If a potential participant has indicated on the application that he/she
plans to attend college after high school. (3) If a potential participant has indicated on the application interest in specific career(s) or has indicated a desire for assistance in exploring various career options. (4) Educational Specialist will conduct one-on-one sessions with newly admitted participants to review their ISP (Individual Service Plan of action).

- All Talent Search literature will clearly state the program does not discriminate without regard to race, color, national origin, gender, or disability in regard to the selection process or participants on an on-going basis.
- The school counselors and community organization personnel will be requested to consciously make referrals from all racial groups, colors, national origins, genders, or disabilities.

<table>
<thead>
<tr>
<th>Resources (How/By Whom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking engagements at community organizations, School Presentations, Program Staff, Talent Search Brochure, Talent Search Application Packets, Program Funds, Project Director, Talent Search Web Sites, Facebook, Twitter, Publicity Materials, Flyers, School Counselors, and Community Organization Personnel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale: (How/By Whom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To educate and inform various segments of the target area of the non-discriminatory practices of Educational Talent Search.</td>
</tr>
<tr>
<td>To make the program more accessible to eligible applicants regardless of ethnic background, gender or disability.</td>
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</table>

## Plan to Assess Participants Needs for Services

**Criterion:** The plan for providing the services delineated in Section 643.4 as appropriate based on the project’s assessment of each participant’s need for services. [643.21 (c) (3)]

**Target Group:** Potential Middle School and High School and High School Participants

**Activity/Method/Timing:**

(What/Where/When/How Often)

- Talent Search applicants will be required to complete detailed application on an on-going basis which includes a survey of academic and program services.

**Resources: (How/By Whom)**

- TS Brochures, TS Participant Application which contains a TS Release Form/Income Verification, First Generation Verification, Participant Information Release Authorization, Individual Service Plan, Release Statement and Waiver of Liability, Academic/Program Interest Survey, Learning Styles Inventory, TS Rationale Form (for
selection purposes), Program Staff, Program Funds.

Rationale: (Why)
- To assess demographic data, first generation and family income status, academic/personal need for services, financial aid assistance, career interest, postsecondary education needs, etc.

<table>
<thead>
<tr>
<th>Activity/Method/Timing (What/Where/When/How Often)</th>
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<tbody>
<tr>
<td>Administer the “Talent Search Academic/Personal Needs Assessment Survey” to potential participants on an on-going basis during group meetings.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources: (How/By Whom)</th>
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<tbody>
<tr>
<td>Needs Assessment Instrument, Program Staff, Program Funds, copier.</td>
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</table>

Rationale: (Why)
- To assess potential participants based on a needs assessment inventory that addresses student needs that cover academic monitoring/advising, time management, course selection for secondary school cultural enrichment, personal advising, personal growth, and other needs potential participants are asked to specify.
- The program staff will review the survey to determine if the participant has needs that Talent Search can provide services for.
- Based on the responses to the “Academic/Personal Needs Assessment Survey,” the Individual Services Plan (ISP) will be completed for recommended services/treatment, workshops, group advising, academic tutoring/supplemental instruction, and short term/long term plans of action for each participant showing need for Talent Search services.
- Administer the standardized Learning Styles Inventory to potential participants on an on-going basis.

<table>
<thead>
<tr>
<th>Activity/Method/Timing; (What/Where/When/How Often)</th>
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<tbody>
<tr>
<td>Administer the standardized Learning Styles Inventory to potential participants on an on-going basis.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources: (How/By Whom)</th>
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<tbody>
<tr>
<td>Learning Styles Inventory, Program Staff, Project Director, Program Fund, copier.</td>
</tr>
</tbody>
</table>

Rationale: (Why)
- To assess individual learning styles such as auditory, visual or tactile, and learning strengths.
- To assess learning styles that can be matched with potential careers and majors.
Activity/Method/Timing:
(What/Where/When/How Often)

- Transcripts and standardized test scores will be requested prior to admission to Talent Search.
- The “Academic/Career Exploration Inventory” based on the Holland Code and Dictionary of Occupational Titles will be administered to all Talent Search applicants on an on-going basis.
- Individual and group interviews will be conducted for potential participants on an on-going basis.

Resources:
(How/By Whom)

- School Grade Reports and/or Transcripts, Standardized Test Scores, School Counselors, Program Staff, Program Funds, Academic/Career Exploration Inventory, Target School Meeting Rooms, Community Organizations, Talent Search Application Packets.

Rationale: (Why)

- To provide an assessment of how individual interests can be matched with potential careers and majors.
- To offer an introduction to the many different kinds of information and activities available to students in their academic and career search.
- To develop an Individual Services Plan (ISP) and review with potential participants.

D. Plan to Provide Participants with Access to and Assistance in Completing A Rigorous Secondary School Program of Study

Criterion: The plan to work in a coordinated, collaborative, and cost-effective manner as part of an overarching college access strategy with the target schools or school system and other programs for disadvantaged students to provide participants with access to and assistance in completing a rigorous secondary school program of study. [643.21 (c) (4)]

Objective 1: Secondary School Persistence

75% 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.

6th – 12th Grade Services

1. Provide small group advising sessions and workshops that address STEM (science, technology, engineering, mathematics) careers, “Importance of staying in School,” “Academic Achievement,” “Peer Pressure,” “Conflict resolution,” “Why I Should Think
about College,” “Goal Setting,” Time Management,” “Study Skills,” “Test-Taking,” etc.

<table>
<thead>
<tr>
<th>2. Monitor grade reports provide appropriate advising as needed, especially for STEM subjects.</th>
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<tbody>
<tr>
<td>3. Provide tutoring and /or supplemental instruction for rigorous curriculum (subjects) and with connections to tutoring provided in collaboration with churches and community organizations.</td>
</tr>
<tr>
<td>4. Provide a blended learning format (software and work texts) via <em>Carnegie Learning Curricula and Cognitive Tutor</em> that includes pre-Algebra, Algebra I, Algebra II, and Geometry as described in Competitive Preference Priority 1a. and 1b. (CPP 1a, 1b).</td>
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<tr>
<td>5. Provide a school-based mentoring program that includes indoor games, tutoring, and field trips as described in Competitive Preference Priority 2 (CPP 2a, 2b).</td>
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<tr>
<td>6. Provide career exploration and advising.</td>
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<td>7. Provide field trips to college campuses and businesses (especially STEM-related businesses).</td>
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<td>8. Provide Summer Leadership/STEM Academy for middle school participants.</td>
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<td>9. Provide positive feedback or reinforcement.</td>
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<td>10. Provide technology workshops.</td>
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<tr>
<td>11. Provide opportunities for parents to chaperone field trips and/or participate in workshops.</td>
</tr>
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</table>

**How Delivered/Personnel Responsible:**

- During school visits (Educational Specialists)
- In Talent Search Office (Educational Specialists)
- After school tutoring/supplemental instruction and mentoring (Teachers/Professional Tutors, Counselors, Online Tutoring), (Educational Specialists)
- Special evening or weekend activities (Educational Specialists)
- Summer Leadership/STEM Academy during June (STEM Workshop Facilitators, Resident Advisors, Empowerment Coach)
- Announcement via school visits, Talent Search web sites, Facebook, Twitter, e-mails, text messages, phone, or by special invitations (Educational Specialists, Administrative Secretary/Field Assistant).

**Frequency:**

- A minimum of once per week (mentoring).
- A minimum of twice per month or more frequently (school visits).
- Via mid-semester grade report and end-of-the semester grade reports.
- A minimum of 2-4 days per week (tutoring) or more.
- A minimum of twice a month or more frequently (career exploration and advising, field trips to college campuses, businesses, and museums).
- A minimum of once a month or more frequently (parent participation on field trips and workshops).

**Resources Needed:**

- Various handouts, calendar organizers, *Cognitive Tutor* software and work texts, Career inventories, chartered bus transportation, Computers with Internet connection, standardized test scores, Grade Reports and/or Transcripts, School Personnel (including Teachers/Professional Tutors), Online Tutoring Information, Learning Styles Inventory, Community Organizations, Program Funds.
**Objective 2: Secondary School Graduation (regular secondary school diploma)**

70% of seniors served during the project year will graduate during the project year with a regular school diploma within the standard number of years.

**9th – 12th Grade Services:**

| 1. | Provide group advising sessions that address academic performance and course selection for Georgia’s performance standards, college admissions process, financial aid information, and information about college entrance exams (SAT and ACT). |
| 2. | Provide career counseling/exploration and personal advising in “one-on-one” settings. |
| 3. | Provide access to websites that offer high school practice test for standardized tests, including the SAT and ACT and strategies for mastering standardized tests, etc. |
| 4. | Provide Talent Search web site access to an academic and career planning tool—the Explorer Survey, Career colleges, and career outlook which utilizes the Occupational Outlook Handbook. |
| 5. | Provide Talent Search web site information access for college and scholarship searches. |
| 6. | Provide field trips to postsecondary institutions and college fairs to increase interest and motivation to graduate in pursuance of postsecondary education. |
| 7. | Provide “College/Financial Aid Nights” (including Financial Literacy Education) for students and parents. |

**How Delivered/Personnel Responsible**

- During school visits (group academic advising sessions) (Educational Specialists)
- During school visits (personal advising) (Talent Search web site access), including at home-college and scholarship search (Educational Specialists)
- During excused school days, off days and weekends (field trips) (Educational Specialists)
- At schools, community organization multipurpose rooms, and churches (College/Financial Aid Nights”) (Project Director and Educational Specialists).

**Frequency:**

- All services will be ongoing throughout the academic year.

**Resources Needed:**

- SAT and ACT On-line Practice Test, SAT and ACT Registration Booklets, Career Inventories, Peterson’s On-line Resource Center for postsecondary information, career information, and standardized test information/practice tests, GCIS (Georgia Career Information Center) Web Site for careers, programs of study, postsecondary information, Handouts, Computers with Internet Connection, Chartered Bus Transportation, School Personnel, Community Organizations and Program Funds.

**Objective 3: Secondary School Graduation (rigorous secondary school program of study)**
70% 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 with the standard number of years.

**9th – 12th Grade Services:**

1. Provide group advising sessions that address academic performance and course selection, especially for Georgia’s performance standards, college admissions process, financial aid information, and information about college entrance exams (SAT and ACT).

2. Provide after school and/or weekend tutoring/supplemental instruction, online tutoring in critical subject areas such as English, science, mathematics, including Cognitive Tutor (CPP 1a, 1b).

3. Provide career counseling/exploration and personal academic advising in “one-on-one” settings.

4. Provide access to Talent Search recommended websites for practices test on the SAT and ACT, strategies for mastering standardized tests, etc.

5. Provide Talent Search website access to an academic and career planning tool-the Explorer Survey, Career College, and career outlook which utilizes the Occupational Outlook Handbook.

6. Provide Talent Search web site access to college and scholarship Search.

7. Provide field trips to postsecondary institutions, college fairs, and STEM-related businesses to increase interest and motivation to graduate in pursuance of postsecondary education and STEM careers.

8. Provide “College/Financial Aid Night” (including Financial Literacy Education) featuring resource professional persons’ presentations on STEM careers for students and their parents.

**How Delivered/Personnel Responsible**

- During school visits (group advising sessions) (Educational Specialists)
- At schools, community organization multipurpose rooms, churches, and the Internet (Teachers, hired tutors, Project Director, and Educational Specialists)
- During school visits (career counseling, academic advising, Talent Search web site access, including home access) (Educational Specialists)
- At schools, community organization multipurpose rooms, and churches (“College/Financial Aid Nights”) (Project Director and Educational Specialists).

**Frequency:**

- All services will be ongoing throughout the academic year.

**Resources Needed:**

- SAT and ACT Online Practice Tests; SAT and ACT Registration Booklets; Career Inventories; Peterson’s Online Resource Center for postsecondary information, career information, and standardized test information/practice tests; GCIS (Georgia Career Information System) Web Site for careers, programs of study, postsecondary
information financial aid in formation, handouts, computers with Internet connection, chartered bus transportation, School Personnel, Community Organizations, and Program Funds.

**Objective 4: Postsecondary Education Enrollment**

70% 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 year (e.g. spring term).

### 11th – 12 Grade Services:

| 1. | Disseminate information on SAT/ACT tips, senior year planning guide, financial aid information, self-assessment values, academic/career exploration, web site information on postsecondary institutions. |
| 2. | Offer “Senior Year Planning” Workshops for preparation for registering for the SAT/ACT, completing college admissions applications, financial aid applications, etc. |
| 3. | Offer SAT/ACT Workshops and Financial Aid Workshops to junior and senior year participants. |
| 4. | Offer field trips to college fairs and college campuses. |
| 5. | Offer access to web sites to explore postsecondary information, scholarship information, financial aid information, etcetera from home, school, libraries, etc. |
| 6. | Provide group and individual assistance with SAT/ACT college entrance examination registration over the Internet. |
| 7. | Provide group and individual assistance in completing college admission and financial aid applications, including via the Internet. |
| 8. | Provide SAT/ACT fee waivers for college entrance examinations for participants who cannot afford registration fees. Also, provide payment for college admission application fees for low income participants if fee waivers have been depleted or are not available. |
| 9. | Forward a “Senior Year Letter” to remind 12th grade participants about the checklist of procedures they should have already completed to prepare for admittance to college. |
| 10. | Conduct a Pre-Follow-Up Survey for all senior participants to determine what their postsecondary plans are and to find out if they need any additional assistance. |
| 11. | Conduct a Final Follow-Up Survey to all recent high school graduates to again assess their final postsecondary plans and to find out if any changes in postsecondary institution choices have been made, and if any additional assistance is needed. |
| 12. | Conduct follow-up phone calls or text messages to these high school graduates who fail |
to respond to mail surveys.

13. Utilize the **National Student Clearinghouse Enrollment Search Electronic Database** and Registrars’ Offices to track participants’ college enrollment to measure program effectiveness with greater accuracy.

**How Delivered/Personnel Responsible:**

- During school visits, during approved school days, breaks, and weekends (field trips) (Educational Specialists), During office hours (process ACT/SAT fee waivers and registration payments, payments for college admission application fees), via U.S. mail and or/e-mail (Senior Year Letter) (Project Director, Administrative Secretary/Field Assistant); Pre-Follow-Up Survey (During office hours) (Educational Specialist) Follow-Up Phone Calls (Via office phones) (Educational Specialists), National Student Clearinghouse Enrollment Search (via Internet connection).

**Frequency:**

- Offer at least once each full semester (SAT/ACT tips, “Senior Year Planning “Workshops, field trips to college fairs and college campuses) offer at least once each fall semester; computer access to postsecondary information, etc. (Ongoing throughout the year); assistance with college admission and financial aid applications assistance with SAT/ACT registration, SAT/ACT Fee waivers (ongoing throughout the year); “Senior Year Letter” (mid-January); Pre-Follow Up Survey and Final Follow-Up Survey (During March to October of each year); Follow Up Phone Calls (During August to October of each year); National Student Clearinghouse Enrollment Search and/or contact Registrars’ Offices (During August to October of each year).

**Resources Needed:**

- Handouts, SAT/ACT Registration Bulletins, SAT/ACT Fee Waivers, Chartered Bus Transportation, Brochures, Computers with Internet Connection, Pre-Follow-Up Surveys, Final Follow-Up Surveys, Phones, National Student Clearinghouse Enrollment Search Electronic Database, Registrars’ Offices, School Personnel, Community Organizations, Program Funds.

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**Objective 5: Postsecondary Attainment**

30% 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.

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**6th – 12th Grade Services:**

**Early Intervention/Preparation for Postsecondary Attainment**

1. Offer Study Skills, Time Management, Test Taking, and Goal Setting Workshops.
2. Offer after school tutoring or supplemental instruction by professional tutors in reading, English and STEM subjects in collaboration with target schools and community organizations. Offer *Cognitive Tutor* in Algebra and Geometry (CPP 1a, 1b).

3. Recommend online tutoring web sites for critical subjects such as Algebra, Geometry, Trigonometry Calculus, Statistics, English, Physics, Chemistry, and Biology for high school students.

4. Recommend online tutoring web sites for math, reading, and science for middle school students.

5. Motivate students in workshop and tutoring sessions by using various techniques to promote positive attitudes toward learning and leadership roles.

6. Offer **STEM Summer Camps** (e.g. Adventures for 6th – 8th grade students).

7. Provide field trips to colleges, universities, communication and computer high tech companies, high tech career fairs, STEM businesses, Museum of Science and Industry, Museum of Natural History, Museum of Aviation, etc.

8. Provide faculty, Georgia Department of Transportation staff, and other resource persons’ presentations on STEM careers.

9. Offer **Financial Aid Workshops** and assistance with scholarship searches.

10. Offer College Survival Workshops with topics that cover college classes, college life, college finances, college planning, college parties, relationships, health, Greek life, etc.

11. Offer panel discussions by currently enrolled upper class college students about college life.

**How Delivered/Personnel Responsible:**

- During Connections Periods, Club Day Periods, Lunch Breaks, special Talent Search Sessions workshops or group counseling (Educational Specialist)
- Tutoring/Supplemental Instruction, *Cognitive Tutor (CPP 1a, 1b)* (online tutoring) after school via Internet (Professional Tutors, Educational Specialists, Project Director); Motivational Workshops (Educational Specialists, Project Director); STEM Summer Camps (Educational Specialists, Project Director STEM Facilitators); Chartered Buses-Field Trips (Educational Specialists, Project Director); Panel Discussions (Educational Specialists and currently enrolled college students).

**Frequency:**

- All workshops – ongoing throughout the year; Tutoring/Supplemental Instruction – after school 2 – 4 days per week or more. STEM Summer Camps – one week every June or July depending on funding availability, Field Trips – Ongoing throughout the year; Panel Discussions–at least once each semester.

**Resources Needed:**

- Classrooms, *Cognitive Tutor* software , Internet, Teachers, STEM Facilitators, reserved campus meeting rooms or community organization multipurpose rooms.

**EVALUATION PLAN**

**A. Collecting Evaluation Data**
The Talent Search Program will use the Council for Advancement of Standards in Higher Education (CAS) standards and guidelines as the benchmark or point of reference for program operation. Evaluation Data will be collected to provide information to enhance the decision-making about the various components of Educational Talent Search. The Project Director and Educational Specialists must answer the following questions:

**Process Questions Based On Formative Evaluation**

In addition, Educational Talent Search will need to ask some “process” questions. The questions asked will be intentionally open-ended. The “process” questions are as follows:

1. How are we doing –on-going?
2. How can we do things better?
3. How do participants perceive the program?
4. What are its strengths and weaknesses?
5. Are our resources and activities adequate to achieve our goals?
6. What are the perceptions of school personnel and community partners?
7. Which aspects of the various activities are most useful? Least useful?

**Outcome Questions To Be Answered On Summative Data**

1. Did our services have the desired impact on student needs, that is, did we achieve our objectives?
2. Did our services have the desired impact on student needs, college access and completion?
3. Will we need to improve and modify the overall structure of the program?
4. Which activities need to be deleted, added, and improved?
5. What is the overall impact of the program?

6. What resources are needed to address the program’s weaknesses?

Table 4
Talent Search Program Evaluation Plan

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<tbody>
<tr>
<td>Types of data that will be collected</td>
<td>Qualitative Data</td>
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<td>Student Narratives: why they participate; what they have learned, how skills or goals changed and Tutoring and Mentoring Summaries</td>
<td>Essay Feedback on Surveys concerning Academic performance and plan of graduation</td>
<td>Essay Feedback on Surveys concerning academic performance in rigorous subjects (e.g. STEM subjects) and plans or graduation -Tutoring and Mentoring Summaries on individual tutoring and mentoring sessions</td>
<td>Feedback on Surveys -Contact Information retrieved from Scholars Information Services, Inc.</td>
<td>Feedback on Final Follow-up Surveys -Contact Information retrieved from Scholars Information Services, Inc.</td>
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<td>Quantitative Data</td>
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Quantitative Data -Degree verification data from National
| When the various types of data will be collected? | Formative Data  
- Monthly  
- Semester  
- Quarterly  
Summative Data  
- Annually (June-August) | Formative Data  
- Monthly  
- Semester  
- Quarterly  
Summative Data  
- Annually (June-August) | Formative Data  
- Weekly  
- Monthly  
- Semester  
- Quarterly  
Summative Data  
- Annually (June-August) | Formative Data  
- Monthly  
- Semester  
- Quarterly  
Summative Data  
- Annually (June-August) | Formative Data  
- Monthly  
- Semester  
- Quarterly  
Summative Data  
- Annually (June-August) |
|---|---|---|---|---|---|
| Which annual cohorts of students will be collected? | - School Cohorts  
- Grade Cohorts (9th - 12th) | - School Cohorts  
- Grade Cohorts (9th - 12th) | School Cohorts  
- Grade Cohorts (9th - 12th) | High school graduate participants (100%) | Randomly selected high school graduate Participants who enrolled in college. |
| What data collection methods will be used? | Qualitative Data Method  
- Document analysis  
- Survey/Essays  
- Interviews  
- Observations  
- Focus groups  
- Case study | Qualitative Data Method  
- Document Analysis  
- Surveys/Essays  
- Pre-follow-up Surveys | Qualitative Data Method  
- Document Analysis  
- Surveys/Essays  
- Pre-follow-up Surveys | Qualitative Data Method  
- Scholars Information Services, Inc. Demographic Information | Qualitative Data Method  
- Scholars Information Services, Inc. Demographic Information |
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<tr>
<td>How the data will be analyzed?</td>
<td>Qualitative Data Analysis -Content -Coding -Themes -Final Write-up (Reports)</td>
<td>Qualitative Data Analysis -Content -Coding -Themes -Final Write-up (Reports)</td>
<td>Qualitative Data Analysis -Content -Coding -Themes -Final Write-up (Reports)</td>
<td>Qualitative Data Analysis -Content -Coding -Themes -Final Write-up (Reports)</td>
<td>Qualitative Data Analysis -Content -Coding -Themes -Final Write-up (Reports)</td>
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<td>Qualitative Data Analysis -Disaggregation -Correlation -Regression -Blumen 10.04 database</td>
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<td>Qualitative Data Analysis -Disaggregation -Correlation -Regression -Blumen 10.04 database</td>
<td>Qualitative Data Analysis -Disaggregation -Correlation -Regression -Blumen 10.04 database</td>
</tr>
<tr>
<td>What regularly reported information will indicate if the project</td>
<td>Attendance -Grade Attainment -FAFSA Completion -College</td>
<td>Attendance -Grade Attainment -Grade Reports -Transcripts</td>
<td>Attendance -Grade Attainment -Tutoring Participation -Tutor</td>
<td>Verification data from National Student Clearinghouse</td>
<td>Verification data from National Student Clearinghouse</td>
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</table>
| is developing to meet its goals and objectives? | Tours  
-SAT/ACT Test-College tours  
-College Application Completion | Reports  
-Tutoring Evaluation  
-Transcripts | -Verification Reports from Registrars Offices | -Verification Reports from Registrar’s Offices |
| --- | --- | --- | --- | --- |
| Who is responsible? | TS Director  
TS Staff | TS Staff  
TS Director | TS Staff  
TS Director | TS Staff  
TS Director | TS Staff  
TS Director |
| Unanticipated outcomes reported | Formative data reporting (e.g. memos, presentations, phone calls, staff meetings), statistics, averages, percentages, grade reports | Formative data reporting (e.g. memos, presentations, phone calls, staff meetings), statistics, averages, percentages, transcripts | Formative data reporting (e.g. memos, presentations, phone calls, staff meetings), statistics, averages, percentages, transcripts | Formative data reporting (e.g. memos, presentations, phone calls, staff meetings), statistics, averages, percentages | Formative data reporting (e.g. memos, presentations, phone calls, staff meetings), statistics, averages, percentages |
| Effective strategies reported | Summative Data reporting  
-Participant End-of –the year Evaluations  
-Executive Summary Report  
-Annual Performance Report  
Blumen 10.04 Data base | Summative Data reporting  
-Senior End – of the year Evaluations  
-Executive Summary Report  
-Annual Performance Report  
Blumen 10.04 Data base | Summative Data reporting  
-Senior End – of the year Evaluations  
-Executive Summary Report  
-Annual Performance Report  
Blumen 10.04 Data base | Summative Data reporting  
-Director’s Annual Reports  
-Executive Summary Report  
-Annual Performance Report  
Blumen 10.04 Data base | Summative Data reporting  
-Director’s Annual Reports  
-Executive Summary Report  
-Annual Performance Report  
Blumen 10.04 Data base |
Table 5  
Plan for Monitoring Student Enrollment/Completion in Postsecondary Education

643.22 (d)(6) of the TS program regulations states that an “applicant may determine success in meeting the objective (postsecondary education completion) by using a randomly selected sample of participants in accordance with the parameters established by the Secretary in the Federal Register notice inviting applications or other published application materials for the competition.”

<table>
<thead>
<tr>
<th>Randomly Selected Sample Size of Student Cohort</th>
<th>How will you work with appropriate agencies to develop strategies for using state longitudinal data systems or other third party verified data?</th>
<th>Postsecondary Education (PSE) Data:</th>
<th>PSE Graduation Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enroll in PSE</td>
<td>Persist In PSE</td>
<td>Certificate</td>
</tr>
<tr>
<td>% to be followed based on Dept. of Ed. Sampling guidelines</td>
<td>% by Full term following HS (Grad)</td>
<td>% enrolled after each year 1-5 yrs.</td>
<td>2- year Degrees</td>
</tr>
<tr>
<td>- National Student Clearinghouse. - Scholars Information Services, Inc. - Institution Data (Registrar’s Office) - IPEDS Data Center</td>
<td>years and % attained</td>
<td>4- year Degrees</td>
<td>years and % attained</td>
</tr>
</tbody>
</table>
Table 6
Plan for Monitoring Student Enrollment/Completion of Postsecondary Education

<table>
<thead>
<tr>
<th>Who is responsible for interpreting the PSE data</th>
<th>How will the PSE data be analyzed and interpreted?</th>
<th>How will the PSE results be communicated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS Staff, TS Project Director</td>
<td>-Document analysis</td>
<td>By whom and to Whom?</td>
</tr>
<tr>
<td></td>
<td>-data analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Statistics</td>
<td>TS Director will report outcomes to TS</td>
</tr>
<tr>
<td></td>
<td>-Averages</td>
<td>Staff, target school personal, community</td>
</tr>
<tr>
<td></td>
<td>-Percentages</td>
<td>organizations, Vice President for</td>
</tr>
<tr>
<td></td>
<td>Blumen 10.04 software</td>
<td>External Affairs; Assoc. Vice President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for Institutional Research, Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Effectiveness; and U.S. Dept. of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>When? Where? How?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Quarterly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-TS Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Staff Meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Community Organizations meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Weekly Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Monthly Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Memo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Annual Performance Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Executive Summary</td>
</tr>
</tbody>
</table>

The following table illustrates how the Talent Search Program will provide activities that produce positive outputs and outcomes that have a positive impact on increased postsecondary enrollment to help close the achievement gap:
Table 7
Talent Search Logic Model

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS Staff</td>
<td>- college selection/prep workshops</td>
<td>Secondary School Persistence</td>
<td>Increase Enrollment in Post-secondary Education and Attainment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- mentoring (CPP 2a, 2b) academic tutoring (CPP 1a, 1b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- personal and career advising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- campus tours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- assistance with SAT/ACT entrance exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- preparation financial aid and college admissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- application workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summer Leadership/STEM Academy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>