

FOLLOW-UP STUDY OF PARTICIPANTS IN THE
EDUCATIONAL TALENT SEARCH PROGRAM

by

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Abstract

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Historically, counselors, clergy or parents, don't have the time or expertise to work one-on-one with most students now in TRIO programs. To receive the help they need to succeed in life, students seek the Educational Talent Search (ETS) program because they receive little or no encouragement from home. Most counselors think that low-income students are too time consuming. The ETS program at the University of Wisconsin-Stout desires to help qualifying students to think critically, communicate effectively, to help them solve problems, and to encourage high school completion and enroll in a postsecondary education program. The purpose of this study was to use ETS data to identify what students did postsecondary after being in the ETS program and to look at the program over the course of ten years. The study indicated that students have the opportunity to acquire the knowledge and skills, from basic to highly technical needed to adapt

to emerging new technologies, work methods, and markets through the Educational Talent Search program.

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Last but never least, my family for without their support, this thesis may have only been a dream. To my mother, my biggest cheerleader, this project was my biggest challenge. My dad, an educator, his favorite phrase was, "If it is good for kids, I'm for it." As this thesis evolved over the last three years, I realized why we persevere in overcoming barriers between people. It is my hope the findings from this study will encourage other teachers and students to collaborate, explore and create how students learn and move toward higher academic achievements.

Believing one can learn and can do something is central to success. Believe that you can be what you want to be to succeed and make choices, then choices will actually happen. Thank you immensely for my education experience at UW-Stout. You answered many of the questions I had. You helped me above the call of duty and my hopes are that I use these experiences, knowledge and lessons to help family, community and my professional undertakings.

Finally to Kim Falk, my watercolor teacher, for her insights on painting. To the Creator by whom all things are possible and a fresh place to start all over again.

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CHAPTER ONE

Introduction

It is the step forward which starts the journey. The journey a person might seek support for could be for making life decisions, obtaining a degree in higher education or seeking a career in professional baseball. The present day Educational Talent Search program is an outreach program reaching many of our students. The Educational Talent Search provides tools and orientation to move individuals to economic independence and focuses on attainment of a high school diploma and progress to a postsecondary educational degree. It is a part of the TRIO program, which now includes eight support programs targeted to help disadvantaged students progress from middle school to post-baccalaureate programs. It began with Upward Bound, which emerged out of the Economic Opportunity Act in 1964 in response to the administration's War on Poverty. In 1965, Talent Search, the second outreach program, was created as part of the Higher Education Act. In 1968 Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term TRIO was labeled to describe these federal programs. Over the years, the TRIO programs have been expanded and improved to provide a wider range of services that reach more students who need assistance.

The ETS program aims to include the participation of all eligible youth. The students are between the ages of 11 and 27 and have completed the fifth grade. This program is designed to help students who are at an educational disadvantage to raise their

levels of interest in and capability for pursuing higher education. With poor responses to traditional learning situations and discrimination due to their poverty origin or minority group membership, these students haven't appeared frequently in the main stream of American higher education. The disadvantaged students face conflicts such as the demands of higher education versus their own personal responsibilities. The values and life style of home, community, and cultural background make it difficult for them to communicate effectively with their fellow students and professors. Academic difficulties may increase due to poor study habits.

Communication skills and a lack there of skills plays a part in disadvantaged student's ability to obtain success. There is a famous skit by Bud Abbott and Lou Costello about the names of the players on the St. Louis baseball team in their film *Naughty Nineties* which is one of the funniest comedy routines of all times. The name of the first baseman was "Who." The second baseman was named "What's" and the third baseman was named "Don't know." When Costello asked Abbott who's on second? Abbott responded by saying "No he's on first. What's on second?" When asked who's on third? The report of course was who's on first. Don't know is on third. These two comedians go round and round in the hilarious confusion over the players' names. What school and major to pursue for students can be equally confusing but not nearly as funny. To select the college that is right for you needs a program like ETS to help with a student's decision-making.

Always a concern to UW-Stout ETS is how they contact or recruit the students. Some schools refuse to give out any information as to which students qualify for the

program. Most schools won't give out their hot lunch program names of low-income families who qualify.

They don't see ETS as an early intervention for students to help them think about completing high school and furthering their education. Some schools feel they only have to provide logistics such as a school setting. Thus it appears the ETS program is seen as a separate entity, rather than collaborative partner with the school district.

Research Objectives

It was the purpose of this study to find out what ETS high school graduates did upon completion of high school. A part of this study was to look at historically, what has been done in the Educational Talent Search program at UW-Stout and the continuing education of high school students it served over a course of 11 years, from 1989 to 2000. The search was a descriptive study initiated for the purpose of collecting data to inform the director what ETS students did after high school. This Data would also facilitate decision making for ETS leaders.

Research Questions

The following questions were identified as critical to this research study.

- 1) What does the Educational Talent Search program do? This paper will try to answer what is being done at the present time and what student activities have been done.
- 2) What does current literature suggest to be viable ways to help disadvantaged students succeed? This will be addressed through a literature review.
- 3) What choices do students involved in the ETS program make in regard to postsecondary education and how do their choices compare to other students in their district and in the state of Wisconsin?

Research Limitations

There are several limitations that are apparent in this research. Since this research goes back to 1989, it was difficult to make contact with former students. There were very few students available to talk to so the information came from their parents. There were many disconnected telephone numbers.

Another limitation was that some programs have carefully specified goals and other programs infer the goals. The main goal for this program is to see if graduates go into secondary education and did they complete a program. A goal of a postsecondary degree for all ETS students is an ideal state.

Also, it was difficult to find individuals who had recall of the program. In the early years, parents weren't involved as much in their child's education. They participated in very few events with the students, which limited the parents' or students' recall of the program. Another limitation was funding for the programs which influenced the amount of time students spent in the ETS program over the years.

Definition of Terms

The definition of terms helps the reader to understand the bigger picture of what the ETS program is all about.

TRIO: Three federal programs of Upward Bound, Student Support Services, and Talent Search. It now consists of eight programs which help disadvantaged students reach their dreams. They are all federally funded and free to eligible students. The programs are listed later in the conclusion.

Educational Talent Search: A three-dimensional program that helps prepare students for college. It is a federal grant program that serves young students from the

sixth to the twelfth grades. It is an early intervention program for youth to better understand their educational opportunities and options.

Issue: Any point of contention among the stakeholders.

Concern: Any matter about which a stakeholder feels threatened or any claim that they may feel threatened or any claim that they want to substantiate.

SSS: Student Support Services which is one of the original TRIO programs. It helps students adjust to college life, attain good academic standing, improve the likelihood of transfer and graduation from a four-year school of their choice and prepare for graduate school.

Goal: A goal is the purpose, effect, or end point that the program developer is attempting to achieve.

First generation: First generation means neither birth parent graduated from college.

Learning style: Learning style is that consistent pattern of behavior and performance by which an individual approaches educational experiences. It is the composite of characteristics of cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. It is formed in the deep structure of neural organization and personality that molds and is molded by human development and the cultural experiences of home, school, and society (Ellis, 1990, p. 158).

Association for Supervision and Curriculum Development: An organization for professional educators. Founded in 1943 and its mission is to forge covenants in teaching

and learning for the success of all learners. It is a unique international, non-profit, non-partisan association for professional educators.

Model: In education for teachers, prescriptive teaching strategies, designed to accomplish particular instructional goals.

Disadvantaged: Regardless of genetic background, he/she had few advantages to enhance social development and learning potential. He/she may have academic disadvantages where they lack reading, writing, math skills or performs below grade level. They may have an economic disadvantage where the family income is below national poverty level where one indicator is receiving public assistance.

In conclusion, the ETS program helps the student with life skills much like sports training. Life in society can be seen as structured like a game. Life has a starting line and a finished line. Life has intermediary goals and externally imposed rules (laws) that define what sort of play is acceptable. Sports like the ETS program provides an excellent training ground for life. Lessons you learn, on this journey of life, could be looked at like a game. You learn you don't win over night. It takes a long time to build success and you have to pull people together along the way. One has to work as a team. If a person carries their behavior "outside the lines", it may serve an individual in the game of life, but at a societal cost. In sports you learn about teamwork and getting along with others. You learn that you get out of something as much as you're willing to put in and that success takes hard work and dedication. Sports also teaches the importance of responsibility for the vast majority of people that participate. ETS like sports help students grow as individuals and prepares them for life.

CHAPTER TWO

Literature Review

TRIO programs can be found at community based agencies or at colleges and universities. All these programs are designed to give children the best opportunity for success. The goal is to encourage qualified students with academic potential to complete high school and be prepared to enroll in a postsecondary educational institution. The eligible Educational Talent Search student is a student who has neither parent (birth parent) completing a four-year college or university degree and meets the Wisconsin poverty guidelines for low-income families. Two-thirds of the targeted audience needs to meet this eligibility requirement. The other one-third can be either low income or first generation children. Competitions for Talent Search funding are held every fourth year. The next competition under this program will be in the early fall of 2001. This money is taken from the United States Department of Education's budget therefore making it federally funded.

The University of Wisconsin-Stout's Educational Talent Search program has been in existence since 1989. Like most new programs, the first year was a growing year, learning the system. Representatives of this program visited all the participating schools. During the second year of the program, the staff got more involved with programming. They made the curriculum more interactive and more fun. By the third year of the program, it was time to start grant writing. The grants were written every three years at the beginning of the program. After three years, the Educational Talent Search staff members were more excited about the future and how they were going to implement the

program. The major area of effort was placed on how to sell it to the school districts and to partner with them. The ETS staff asked them what their students needed.

They wanted to be non-threatening to the students. They built their topics as teachers told them what they wanted (Cseter, 2001). They felt their students needed more reading and reading comprehension. Students didn't know how to gather competent information.

One of the unspoken goals was to change the culture of the participating schools' campus. The four main categories pertained to personal development, including leadership and curriculum, information about colleges and financial aid, careers, and study skills.

In the 1990's, a primary focus of school districts was truancy and dropouts. The need came out of the problem of how to get the students back to school. The rule of "no dropouts" was implemented. This was when the alternative and charter schools started. School districts found unused buildings they could use and hoped for the best that good things would turn out. The ETS program provided a consulting role. Some confusion arose over who should go to the Programs. School boards set up policies. ETS helped with resources and looked at what role they could play. It was identified that usually 80 percent of the students at the alternative schools were low income. ETS evaluated what role they should take in serving those students. It was important to ask themselves if there were preventative things that ETS could do to help the students.

ETS used parents who volunteered for further involvement in group discussions and peer mentoring came out of that model. The goal was to find out what gets in the way

of student success. Once recognizing those obstacles, ETS wanted to identify the part they could play in career development.

In the 1990's there was also reality checks, getting a sense of what kind of philosophy ETS staff or school district staff wanted to instill. Curriculum development focused on the development of the whole student. The program POPS was started which means the power of positive students. Students had to overcome social class, academic, and cultural barriers to succeed in higher education.

The ETS program leaders need to effectively relate to their students and to know how to motivate young people and adults in spite of the obstacles that often serve to discourage students from low income families.

TRIO programs are funded based on clear evidence that a program is needed in a certain community. The criteria used to determine need is the income level, education attainment level, drop out rates, student to counselor ratio, and social and economic condition's overall demographic data. TRIO also helps to protect federal investment in students' financial aid and reduce the number of defaults in loans. Educational Talent Search at UW-Stout figure spending about \$320 per student, per year. The SSS-ASPIRE at UW-Stout program spends about \$750 per student per year. ETS works with 700 students and ASPIRE works with 300 students. The ETS staff works to create a climate of support for students as they strive to move out of poverty and dependence.

Students who have gone through the program and finish college, return to encourage and to inspire current students. Most of these students are poor and desperately climbing out of the vicious cycle of poverty in America. They come from neighborhoods of violence, discouragement, negativity and hopelessness. They might have home

environments with a single parent raising several children, an older child helping raise young siblings or other draining situations. ETS provides an environment of cultural development, spiritual growth and social interaction, developing an extended community of resource people to create a home away from home. Having a group of professionals across the country who have been able to persevere from year to year, as opposed to programs uprooted every few years and moved from place to place, is politically indispensable.

Kathleen Hirsch is the director of the ETS at UW-Stout at the present time. Her staff includes two teachers who drive to the participating districts, many personnel who are on staff at the cooperating schools, and an office manager at the University of Wisconsin-Stout campus.

There are many ways to help the disadvantaged students to succeed. This chapter will examine those areas that have been found to have an impact on the learning of disadvantaged students. Good teaching is very important for the success of the ETS student. This next part of the paper will address the importance of qualities for effective teachers and classroom strategies proved to be effective for helping disadvantaged students succeed.

Qualities of Effective Teachers

Teaching is a highly respected occupation. There is no best way to teach. There are principles in education which if followed, help a teacher teach more effectively and a student connect more clearly with what is being communicated. A teacher's desire is that all students experience success and reach their learning goals. One form of instruction is

called Performance Based Instruction (PBI). The following is an interview with Lorayne Baldus, instructor of PBI at UW-Stout:

In PBI, Wisconsin Instructional Design System (WIDS), instructors evaluate their curriculum content, teaching techniques, and evaluation methods by using procedures to answer the following questions:

What must my students know or be able to do when they leave my classroom?
 Why must they know or be able to do this (level of importance)?
 What level of competency will be acceptable?
 How will I know that a student has reached the expected level of competency evaluation?

This type of evaluation often results in different methods of teaching and evaluation along with changes in what is actually taught. The result is that an emphasis is placed on helping students learn and achieve to a certain pre-determined standard known to the student. This is an over-simplification of the process; but asking these questions of what you teach, why you teach it in this way, is it really important, and how do I know the student has achieved, puts a whole new light on the teaching-learning process.

This information is good for disadvantaged students for if teachers answered those questions truthfully, it helps their teaching. The following statements are good things that happen in the classroom that also help students learn.

Good teaching consists of the following from ASCD:

- Create a non-threatening climate
- Provide a vast array of activities, ample supply of materials
- Emphasize genuine communication in talking, listening, writing, and reading as ways to interact with other people
- Encourage manipulation of materials
- Encourage them to work toward goals and explore a range of means by using problems and examples
- Emphasize reality and contexts drawn from the real world rather than from texts so students see the value of their learning
- Address learning activities to actual productive uses

- Respect natural thinking, including intuitive leaps, a grasp of patterns, aesthetic and non-verbal interests and activities. (ASCD, p.40)

Whether it is a teacher's own personal enthusiasm, their knowledge of the subject matter, their personality, or the variety of teaching techniques and learning experiences that they use, good teachers make a difference in the classroom.

Some successful ETS teachers are ones who came up through the program. Many TRIO staff members had to overcome invisible barriers themselves and can relate to students facing similar obstacles.

Classroom Strategies for ETS Teachers

Teachers use many evaluation tools every day. Good evaluations provide information to both the teacher and the learner to help them to identify progress toward learning goals. Evaluation needs to be meaningful to the learner to have value to that student. Teachers should have access to knowledge and skills to teach to an increasingly diverse student population and a variety of educational, social, and health needs.

Teachers should have knowledge to teach challenging subject matter and to use emerging new methods, forms of evaluation and technologies. The following strategies to be discussed are: self-assessment, modeling, rubrics, test taking, connecting learning to student needs, tutoring, addressing differences in learning styles, use of technology, the best practices to helping disadvantaged students and services provided.

Self-Assessment

There is valuable information that the ETS teachers share with their program. The teachers of the ETS program support student involvement in self-assessment and record keeping. Students should be required to plan, research, think, produce quality work and assess that work.

Referring to self-assessment, students need to know if they are meeting the objectives of the class, are reaching their own personal goals of a program and the direction they are going with their course work.

The second area that pertains to students is the students keeping of good records. Students need good record keeping for this helps them keep organized and know where they are going. This helps them identify their learning goals and measure their progress at reaching those goals.

Modeling

“Research indicates that modeling defined as learning by imitation is a powerful teaching technique. It facilitates the learning of both academic and social behavior.” (Wisconsin, DPI, 1988, p. 4). Good teachers use a creativity model .” Models help ETS students learn. It is something to look at, a plan or example that directs them to where they need to go.

Rubrics

Good teachers use some system of evaluation to help them connect to what is being taught. One form of evaluation is rubrics. Rubrics are learning tools to help the teacher and the student focus on objectives and to understand clearly what material the teacher wants the student to learn. Rubrics help provide clear and detailed directions for what is expected in an excellent performance. It takes time to develop a rubric, but it can help improve instruction, student attitudes, and learning. Rubrics and other evaluations of programs help the staff to make changes and sustain them over a period of years.

Evaluation needs to be meaningful to have value to that student.

Test Taking

“For any set of assessment procedures, a primary concern is the quality of their technical adequacy. All tests used in education and psychology must be valid, reliable and have adequate normative data” (Shinn, 1989).

It is recognized that one of the areas a student struggles greatly in is test taking. There are actual skills that help students succeed in taking tests. These need to be taught at all different levels of learning. Test taking is something that improves with practice, just like any other skill. Alternate forms of assessment may be more effective for disadvantaged learners than tests. One alternate form may be projects. Another form may be presentations to solve problems for a student that is a verbal person. A teacher would apply a rubric to a project.

Connecting Learning to Student Needs

The other topic of interest concerns the students. The student needs to see the relationship between what they are learning and where they want to go in life. The students have a responsibility in their education. They must be willing to participate in the program and desire to improve in their education. Their willingness to learn in their education usually involves their self esteem and this impacts their success or lack of it in school. Students that find success, feel good about the direction they are going, have a greater feeling of being in charge of what’s happening to them, and ultimately a positive view of their own abilities to succeed. Such involvement will lead to improved learning and thus, greater academic achievement.

Tutoring

Another area where the student takes initiative to learn is by making sure they receive some tutoring. Tutoring is focused attention. Tutoring students in areas where they need help motivates them to reach higher levels of learning and takes them to continuing success in the sequence of learning activities that will follow. Basic skills need to be conquered before they can be built upon. Students who think more about their future, more likely enroll in college.

Addressing Differences in Learning Styles

Learning styles are important to today's teachers and students. "As our students become more diverse...so must our ways of teaching them." "We must create culturally compatible learning environments. Research has shown that students learn more when their classrooms are compatible with their own cultural and inquisitive experience" (ASCD, p. 57).

To be successful, teachers need to address the learning styles of their students. "Bennett (1990) has noted that Native American students approach tasks visually, seem to prefer to learn by careful observation which precedes performance, and seem to learn in their natural settings experientially" (Ellis, p.130)

Use of Technology

Another skill needed in education is working with technology. Milken stated the following information:

As a catalyst to change in classroom practice, learning technology can help educators promote active and participatory student learning. But the key to success isn't in the computers, probe ware, graphing, calculators or access or

networks and the internet. It is liberated educators or access to networks and to internet. It is liberated educators whose understanding and creative use of technology can help them to achieve undreamed of levels of excellence for themselves and for their students (Coughlin & Lemke, p.3).

Best Practices to Helping Disadvantaged Students

It is the combination of teaching and a student's learning that helps students prepare for their future. There are many schools of thought about education. One school of thought that ETS students could benefit from is John Dewey's which is about future thought in America. Dewey's philosophy is about educating the whole person. The ETS approach to teaching is like John Dewey's. Dewey brought to our attention a student's active learning. It raises questions about what students learn about child-generated activity in schools for a democratic society. Nothing seemed important to him but thinking. Ideas were real objects to him.

Educators need to review existing paradigms about education and how students learn. "Traditional school programs tend to be subject centered. That is, the organizing focus in the teaching of learning is on separated school subjects or academic disciplines, those subjects are offered separately in elementary classrooms" (Ellis, 1997, p. 148).

The responsibilities of ETS educators are to help students prepare for their future. What made someone valuable to the employer ten years ago and makes them valuable now has changed in many ways. It used to be they wanted a well-rounded, desirable applicant. Now, they have to foster marketable traits. Entering a market place when leaving high school, students become desirable products and need to be prepared to sell

themselves effectively. These ETS strategies focus on developing thinking skills, and making connections to students' future goals.

Services Provided

The following information consists of services provided by the ETS program.

Early initiative for grades 6 through 8

- Academic Assistance and Planning
- Career exploration information
- Counseling
- Cultural/educational activities
- Mentoring
- Middle School/High School Orientation
- Study Skills information
- Tutoring/Proficiency Tests Assistance

High school components, grades 9 through 13

- Academic, financial, career, or personal counseling including advice on re-entry to secondary and postsecondary education.
- Aptitude assessment and course selection
- Career exposure/job shadow
- College planning and placement assistance
- Cultural enrichment activities and trips
- Internships
- Mentoring programs
- SAT/ACT information/preparation
- Study skills information
- Tutoring
- Visitations to colleges/universities
- Workshops for the families of participants

It was surprising to find little written about the ETS program. One could find reports in the microfiche from other universities giving their annual reports but were out of date.

There was one article by Joe Young in the Chicago Tribune February 14, 1999 that talks about ETS. "The Talent Search program, as a war-on-poverty push during the Kennedy-Johnson era is a program aimed at eliminating poverty through education. It is

funded by the United States Department of Education.” He was an ETS participant and his grandpa expected him to achieve and made him see his life was worthy.

One report was the annual report of an ETS program for Northwest Mississippi and Alabama. It was interesting to review how they went about setting up their program. The first step in implementing the objectives of the ETS was consultation with the Mississippi State Department of Education in order to establish the needs of Mississippi. Their function is to complement and supplement the school counselor and others at all times and not to supplant anyone. Taking students out of their environment, they hoped to find new motivation to be college-bound, thinking of wise and unwise choices, motivate the young to think about reading further about the consequences of the wise and not-so-wise choices they made.

ETS is developing strategic plans and policies that will come under annual review. Ultimately, the goal is increased learning for students within the classroom and an increased ability to perform, not only on standardized tests, but in life activities which require the thinking, reading, writing and computational skills measured by the Wisconsin Student Assessment System.

How well a person likes a particular career has much to do with their personality. When taking a personality test one sees what careers they might like and have the career that gives you the most satisfaction. ETS provides this kind of service and strives to increase access to high quality resources for individuals, parents, and organizations interested in ways and means to enable low-income, first generation and students with disabilities to succeed in postsecondary endeavors. ETS provides a voice for these students in order to assure they have a realistic chance to enter and graduate from a

postsecondary institution. ETS evolved until it was strong, stable and working well. Yes, it could always use more money, but the basic structure is in good shape.

As discussed in this review of literature, the ETS program incorporates effective teaching strategies, a variety of assessment tools, various learning styles, technology, small group strategies and one-on-one tutoring. Thus, this program utilizes key criteria needed for an effective program.

CHAPTER THREE

Methodology

This section describes in detail how the study was conducted. This study used phone interviews conducted from January to March, 2001. Participants were selected using a random sampling from 1989 to 2000 of students participating in the ETS program. The survey called every tenth person on the lists of students from Ashland, Bayfield, Black River Falls, Bowler, Hayward, Lakeland, Rice Lake, Siren and Wittenberg. There were almost 3,500 students who have participated in the ETS program and 341 were identified representing the random sampling technique.

The 341 responses give an overall rate of return of 100 percent. Initial telephone calling was done during the business hours of 8:00 a.m. and 4:00 p.m. It became apparent that this was not a good time. Calls were then made from 4:00 p.m. until 8:00 p.m. during a business week.

The instrument used was a telephone survey with one main question. The question asked what the former ETS student did after high school. Data were collated into groups according to postsecondary choices. Groups included employment, technical college, college, and military. Other responses for postsecondary situations included, incarceration and seriously ill.

The data were analyzed for patterns and trends in postsecondary activities of ETS students, who participated in the program from 1989-2000. The data were also disaggregated into two groups, including those who graduated within the last three years, and those who graduated prior to 1998. Data was analyzed and student participation was compared for the military, technical college, four year college and work.

Limitations

Two limitations were apparent in this methodology. One was the ability to obtain accurate information regarding the students. The second was the ability to locate enough students to give valid results. When parents reported their ETS student was in college, the interviewer failed to ask them if they meant a four-year college or a two-year college.

CHAPTER FOUR

Results

This chapter summarizes the data collected and its statistical treatment according to page three. It was the purpose of this study to find out what ETS participants did upon completion of high school. The data were organized into categories which represent some measure of high school. Attendance at a four-year college, completion of a four-year college degree, attendance at a technical college, completion of technical college degree, joining the military, and obtaining permanent employment were identified as positive results in postsecondary life.

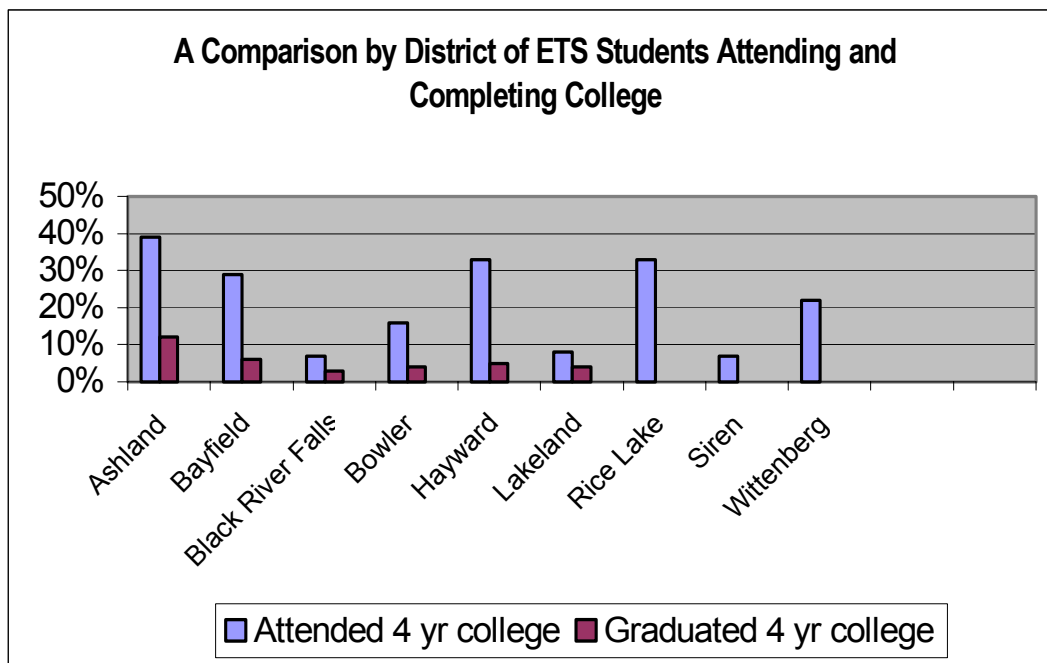
The results of the data in sufficient detail will justify the conclusions. The data follows that is relevant to this study. Of the students surveyed, 1.15 percent were deceased and .28 percent were seriously ill. These factors are separate from those identified above as being positive or negative postsecondary results. Also, 1.15 percent declined comment.

Experiencing losses is not failure. Whether it is success in life or playing baseball, one hits mostly singles. A batter hitting a .300 batting average means he/she gets a hit about every third time at bat. Two thirds of the time he/she loses. Of the three in ten hits, only a small percent of them are home runs and even a smaller percent are grand slammers. A batter who hits that high at a .300 average for a life time, will be a success. This applies to ETS students for them to understand they are still a success even if they don't graduate from college.

In examining the data, 21.2 percent of all students who participated in the ETS program from 1989 through 2000 attended a four-year college, while 5.44 percent

completed a college degree. A comparison by district of students attending and completing a four-year college can be seen in Figure 1 listed below.

Figure 1.

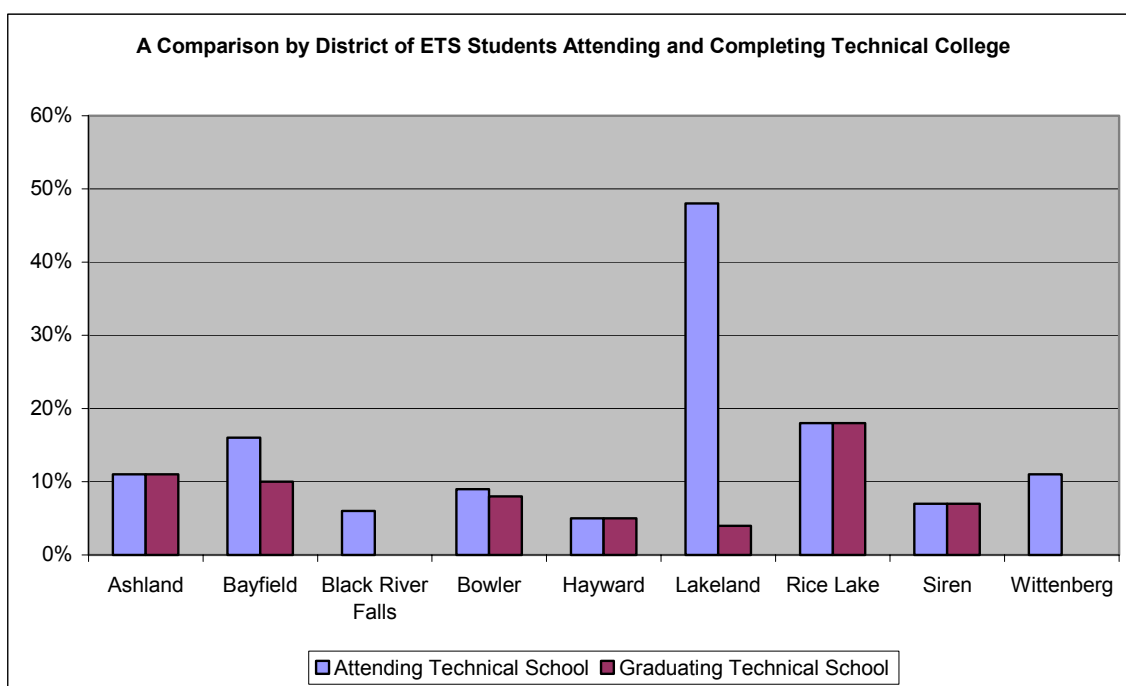


Ashland had the highest percentage of students attending college and completing college. Rice Lake, Siren, Wittenberg did not have any students completing a four-year college degree. For students attending college, Black River Falls and Lakeland have the highest completion rate. Fifty percent of Lakeland students attempting college completed a four-year degree. Forty-three percent of Black River Falls ETS students attempting college completed a four-year degree. Therefore one in every four students completed a four-year degree.

Technical college attendance by the students in the ETS program from 1989 through 2000 is shown in Figure 2. Lakeland had the highest percentage of students attending a technical college with 48 percent choosing this postsecondary option.

However,, only 4 percent completed a technical degree. Rice Lake, Hayward, Siren, and Ashland show almost 100 percent completion rates for students in the technical college programs.

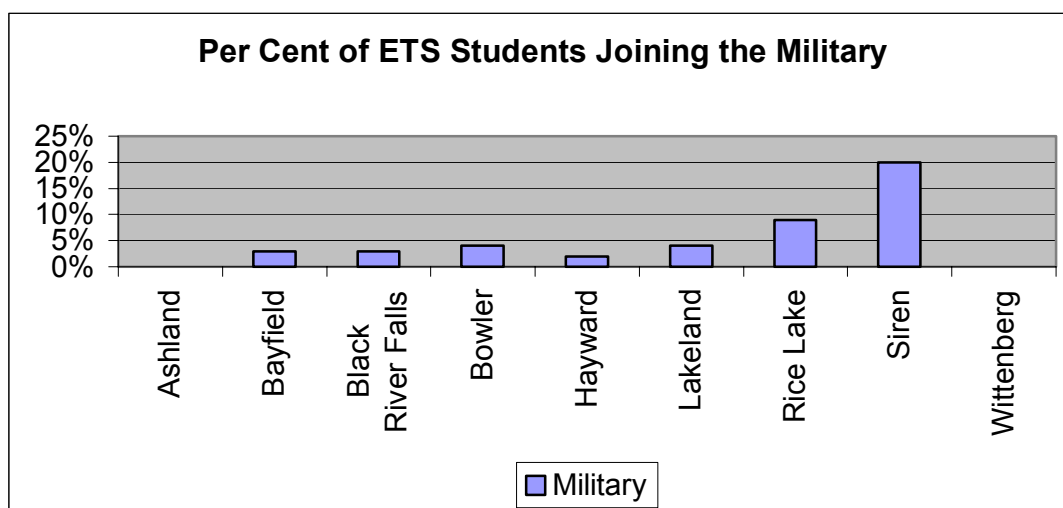
Figure 2.



For at-risk students participating in the ETS program, the percentage attending postsecondary education (including four-year and two-year colleges) is 32 percent. This is higher than the 18.6 percent average for at-risk students enrolled in the counties and schools targeted by the ETS program.

A third postsecondary option analyzed was military enlistment. The data indicated that 3.44 percent students joined the military. A comparison of students joining the military can be seen in Figure 3.

Figure 3.



Siren shows 20 percent of the ETS students going into the military after high school. The next highest district is Rice Lake with 9 percent of ETS students enlisting in the military. Lakeland and Bowler show 4 percent and Black River Falls shows 3 percent. All of these districts exceed the state average of 2.7 percent of high school graduates joining the military.

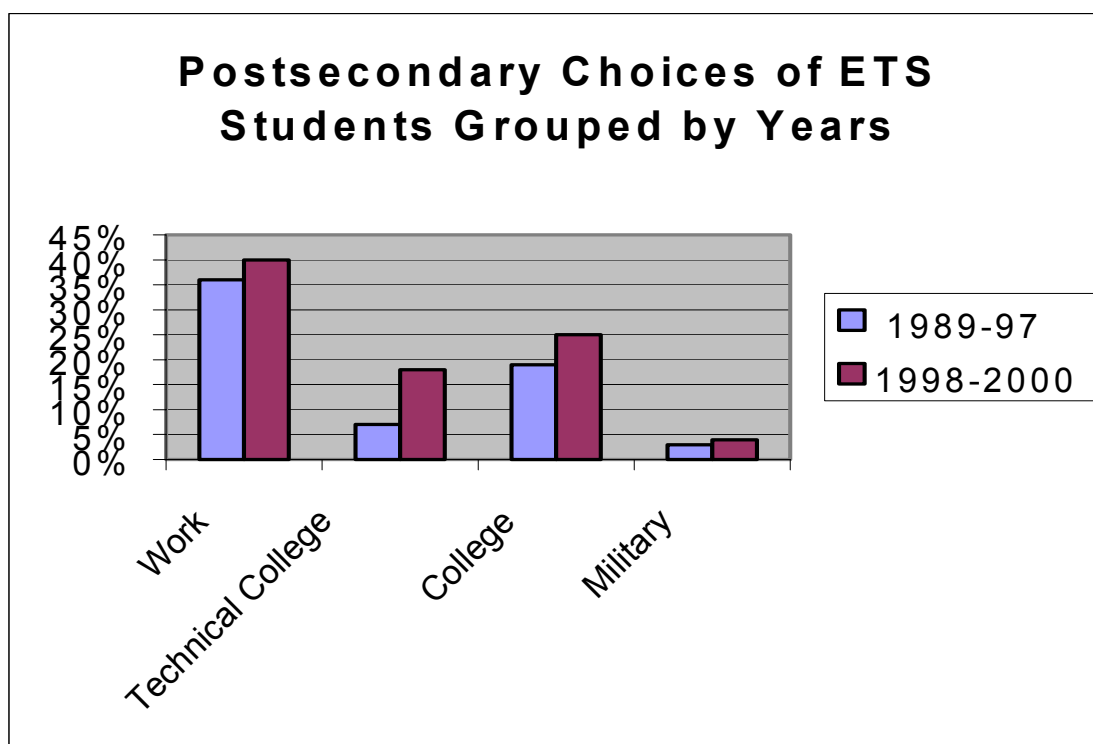
Troubled students fall by the way side in small towns. They receive their labels early, for everybody knows them. They don't develop skills to communicate their needs and desires. They develop frustrations on aspirations and are overlooked. The need to guide youth into postsecondary avenues is crucial. The hard life or the good life is for them, for there is no in between. They need to learn how to get help when in need of services. Parents often take the role of bystanders for they lack understanding of how to help their child.

Data were analyzed and student participation was compared for the military, technical college, four-year college and work for two groups of students: those who

participated in the ETS program from 1989 to 1997 and those who participated from 1998 to 2000.

The following figure compares percentages of ETS students participating in various postsecondary options for the years 1989-97 and the last three years, 1998-2000. Figure 4 shows that the percentage of students attending technical college has more than doubled in the last three years.

Figure 4.



Also, the rate of ETS student participation has increased in all four areas-- work, attendance at technical college, college, and the military over student participation in the prior eight years. The analysis of data in this study indicates that the ETS program has increased in its effectiveness over the years.

The following two tables are a comparison study. The numbers are representing percentages.

The following statistics were taken from the Wisconsin School Performance Report. This report is from the 1999 to 2000 post-graduation intentions final publication. This report reflects intentions of twelfth graders when surveyed prior to graduation. The percent selecting each option is determined by dividing the number naming that option by the total number of graduates. This gives an idea how ETS students are doing compared to another agency that reports about graduates.

Table 1

1999-2000 Postsecondary Intentions From Participating School Districts

Schools	Attending College	Attending Technical School	Military	Employed
Ashland	52.5	21	1.1	12.2
Bayfield	39.3	28.6	3.6	10.7
Black River Falls	35	38.5	2.6	10.3
Bowler	52.9	14.7	0	17.6
Hayward	54.7	20.8	3.8	15.1
Lakeland	57.2	21.9	1.6	11.8
Rice Lake	60.6	18.9	6.1	14

Table 2

What ETS Graduates Completed

Schools	Attending College	Attending Technical School	Military	Employed
Ashland	39	11	0	25
Bayfield	6	10	3	26
Black River Falls	3	0	3	43
Bowler	4	18	4	42
Hayward	5	5	2	50
Lakeland	4	4	4	24
Rice Lake	0	18	9	18
Siren	0	7	20	53

The following refers to the ETS program statistics for the last three years of the program during the years of 1998, 1999, and 2000. There were 153 ETS graduates who were contacted by phone. The following statistics depict the achievement of graduation from the ETS program. This is an increase of students. They are as follows:

College	26%
Employed	49%
Technical School	24%
Military	4%
Incarcerated	4%
Unemployed	7%
Miscellaneous	5%

In addition to the 153 contacted, there were many other calls made.

From those three years, there were 26 disconnected numbers, 25 answering machines, 36 no answers, 6 moved, 7 wrong numbers, and 5 busy. The students attending college and technical school increased by 50 percent. Enrollment in technical school and college programs double as compared to the 1989 to 1997. ETS could be a contributing factor to increased postsecondary enrollment. The percentages for the last 11 years were:

College	20%
Employed	37%
Technical School	11%
Military	3%
Incarcerated	1%
Unemployed	9%
Miscellaneous	4%

In comparing the last percentages with the last 11 years and the last three years, there is an increase of 6 percent going onto college, an increase of 12 percent being employed, an increase of 13 percent going to a technical college, an increase of 1 percent going into the military. It was an enjoyable experience doing the telephone experience.

The people for the most part were very friendly. They really enjoyed hearing from UW-Stout. This showed someone cared about them. They shared information very easily. It wasn't always easy to know how to respond when they tell you as one did, their daughter was murdered and the brother that was an ETS participant is having a hard time coping with it. Some parents told this interviewer openly that their son was in jail and where he was located. They realized that this interview was totally confidential. Many were very excited and proud of the accomplishments of their child and what they are doing now. Several students went several miles and even states away from home to go to school. There were also participants where they didn't know where they are now.

For a follow-up, it would serve the ETS program more effectively if a survey would be sent out where ETS would have actual written statements of what the participant stated so that the interviewer wouldn't place their own thoughts in place of what they thought the participant was saying.

CHAPTER FIVE

Discussion

This chapter comments about the number of students from each high school and what they did postsecondary as compared to the state percentages. The state percentages were taken from the Wisconsin Performance.

First of all, comparing Wittenberg's college percent of 32 percent is close to the district's percent of 36.6 percent. Wittenberg has a high percent of students employed. This was more than the state percent and the district's and state totals. The numbers for technical school are 11 percent which is below the district's and state totals.

Siren has for technical school about 8 percent and the district and state's is much higher at 20 percent and 48 percent. As for going to college, the high school has 24 percent compared to about 81 percent which is low for ETS students.

Rice Lake has over 30 percent of the ETS students going to college and the high school has 60 percent going to college. As for the technical school, it has about 18 percent ETS students going to technical school and 18.9 percent from the high school. This shows me that there is good success here. The state percent is about 20 percent.

Lakeland high school has about 9 percent of ETS students going to college and 48 percent of ETS students going to technical school. Again, this is very high and the district has 57 percent and the state has 48.4 percent. This is an usually high amount of students going onto technical school.

Hayward has 31 percent going onto college and 6 percent going to technical school. The high school has about 54.7 percent going onto college and 48.4 for the state

percent. As for technical school, 20.8 percent is high school and 20.2 percent is the statewide for technical schools.

Bowler has 16 percent for college and 9 percent for technical school. As for Bowler high school, the percents are 52.9 percent and 48.4 percent for statewide. As for technical school, the high school has 14.7 percent and the state has 20.2 percent. This is far below for students going on to postsecondary school.

Black River Falls has 8 percent going on to college and 7 percent going to technical school. The high school average is 35 percent and the state has 48.4 going onto college. As for technical school, the percents are 38 percent for the high school and 20.2 percent for the state. Again, this is a low number for ETS students.

Bayfield has 30 percent going on to college for ETS students and 18 percent going on to technical school. The high school has 39.3 percent going on to college and 48.4 percent for the state. The percents for the technical school are 28.6 percent for the high school and 20.2 percent for the state.

Ashland has about 40 percent of ETS students going to college and 11 percent going to technical school. The high school has 52.5 percent going to college and 48.4 percent is the state average. The percents for technical school and the high school are 21 percent and the state has 20.2 percent. Therefore the ETS students are close to the state average.

CHAPTER SIX

Conclusions and Recommendations

In the past, inability to measure educational progress in some areas has been a concern. For instance, one doesn't always see immediately, the effects of teaching and the impact it has on the individual students. The purpose of this paper was to look at what students do postsecondary after having the Educational Talent Search program. The target group were ETS past participants. It is hopeful that the resulting information can be used by the program director of the Educational Talent Search program to analyze the program and make decisions about future program direction. No direct measure currently exists to tell us the proportion of the program's students growth and if they are ready to meet the challenges of higher education when they enter postsecondary education. There are many factors that could influence the students' rate of success. One can only identify the percentage of people in the program that go on to higher education. One can identify the areas in their course work that impact their development: these are health and physical development, emotional well being and social competence; approaches to learning, communication skills; and cognition and general knowledge. Education can try to help them with this transition from secondary to postsecondary education, but the student ultimately has the control over their education. They can chart their progress as to what they have done postsecondary.

Although the accomplishments by students in the ETS program represent a great deal of progress, there is still much work that needs to be done. Adult participation is needed and there should be data collection to indicate an increase in participation.

Recommendations

The potential for students taking this program are limitless. It is recommended that there should be greater encouragement by parents, teachers, counselors and other supportive people to students to take this program.

There should be a TRIO day. TRIO consists of Upward Bound, Student Support Services, Educational Talent Search, Educational Opportunity Centers, the Ronald E. McNair Post baccalaureate Achievement, TRIO Dissemination Partnership Program, Training for Federal TRIO programs staff and Upward Bound Math/Science. This day would have each student tour two of the many participating colleges on a Friday, and then on Saturday a college fair where they would have a panel discussion like a topic of “Life after TRIO” by TRIO alumni. One recommendation that surfaced in the survey was that it might be more valuable to give a survey to support staff members, teachers, parents and students to see what they might know about the Educational Talent Search program.

The students, the ETS program trains now, could be the doctors, engineers, mathematicians, chemists, and computer scientists of the twenty first century.

Conclusion

Since one of the goals of the ETS program is to increase attendance at postsecondary institutions, this study shows the ETS program has been effective. The results show that the rate of postsecondary enrollment by at-risk students almost doubles when students take part in the ETS program.

We can see from the survey that students, with effective teachers, receive valuable information to help them succeed. We need to figure out ways how we can get more

students into the program. Secondly, the survey gives us a conclusion that we should focus on the technical tract. There was evidence of more success in this area. Students graduated more from the technical college. Third, we need to continue to use learning methods of ETS to meet Native American needs. We need to be aware of their preferred modes of learning.

There needs to be strategy development. “How the institution of ETS develops strategies and plans to address key students and institution performance requirements focusing on improved student and overall institution performance” (Fisher, 1995).

The students who come to the program have been people of vastly differing experience, taste, background, and accomplishments. ETS is concerned with showing them some information which they believe will help them succeed. Their interest is a practical one, for their efforts consist in trying to develop students be successful in life. The basic idea of instruction is to have students arrive at the necessary relationship between thought and action. The ETS program is a constructive way to look at people so that they may acquire the most knowledge from the ETS efforts. The knowledge ETS wants them to learn eventually become welded and the habits thus formed will contribute to everything they do. Students will not only attend the ETS classes, they will act upon them, work at them, and therefore will arrive at a proper index of success through a natural and individual application. Each student, in a way unique to them, will add something to society. The ETS program has been planned to that end.

It is the hope of this thesis, that it shows how ETS teachers have helped students to improve the possibility of going on to higher education.

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Appendix A

Date

Dear Educational Talent Search Student:

We are asking for your continued participation in this study by filling out the brief questionnaire that is enclosed.

We need to receive answers from all of you to arrive at a true picture of what the ETS students are doing now. Therefore, it is very important that you fill out this questionnaire.

We feel you are taking part in a very important study that will provide valuable information about Educational Talent Search to improve services that provide you and others who may participate in the future.

Thank you so very much for helping.

Sincerely,

Kathleen Hirsch
Director of Educational Talent Search

Appendix B

Educational Talent Search Questionnaire

1. How effective was the ETS program in terms of meeting student needs, placing students in college who would not otherwise have gone?

2. Does the ETS program equip a student for success? _____

3. How effective are program elements in terms of specific purpose, counseling, motivating and informing? _____

4. Are ETS staff reaching the intended population? _____

5. Is ETS program cost effective? What are the benefits to students involved? _____

6. What experiences did you participate in during the ETS programming? _____

7. What have been the strategies and tactics used by the most successful local projects? _____

APPENDIX C
Educational Talent Search Questionnaire

Students should rank in relative emphasis. Place a "1" by the activities that hold importance. If a function isn't performed, place a 0. If you wish to add to other functions on the list, add to the bottom lines. If you didn't participate, put "not applicable" in appropriate column.

Projects, activities and services:	Summer program	Academic Year
ACT	_____	_____
ASSET	_____	_____
Anger Management	_____	_____
Campus Visits	_____	_____
Career Fair	_____	_____
Conflict Resolution	_____	_____
Counseling	_____	_____
Course Selection	_____	_____
Cultural Enrichment Activities	_____	_____
Decision Making	_____	_____
Economics of Education	_____	_____
Field Trips	_____	_____
Financial Aid	_____	_____
Goal Setting	_____	_____
Harassment	_____	_____
Job Seeking Skills	_____	_____
LASSI	_____	_____

Leadership Skills	_____

Memory Improvement	_____

MBTI	_____

Multicultural	_____

Needs Assessment	_____

Note Taking	_____

OASIS	_____

Organizational Skills	_____

Portfolios	_____

Positive Attitudes	_____

Reading Improvement	_____

Recruitment	_____

Scholarships	_____

Self-esteem	_____

Social Activities other than cultural	_____

Stress Management	_____

Study Skills	_____

Test Taking	_____

Time Management	_____

Transitions for Disabilities

Tutoring

Typical College Day

Technology

Other
