CHAPTER 3 PROJECT HOSTS AND TARGET SCHOOLS

n this chapter we use multiple data sources—including the project survey, case studies, annual performance reports, CCD, and IPEDS—to provide a current profile of the colleges and community organizations that host Talent Search projects and the secondary schools they serve.

Overview and Selected Highlights

- Over time, Talent Search grants have increasingly been awarded to 2- and 4-year public educational institutions and less frequently to community organizations.
- Four-year educational institutions host about half of Talent Search projects, 2-year
 institutions host about one-third, and community organizations host about one-fifth.
 Public educational institutions are much more likely to be Talent Search grantees than
 are private institutions.
- Historically Black Colleges and Universities (HBCUs) comprise 2 percent of degreegranting institutions and 8 percent of Talent Search educational institution hosts.
- Hispanic-Serving Institutions (HSIs) comprise 4 percent of degree-granting institutions and 9 percent of Talent Search educational institution hosts.
- Almost 90 percent of Talent Search projects reported that their host organization administered another program that serves disadvantaged students.
- Talent Search projects served over 5,500 target schools and agencies across the nation, reaching about 16 percent of high schools and about 8 to 11 percent of middle schools.
- Talent Search target schools were more likely to be in both urban and rural settings than in suburban settings.
- Minorities were over half of the enrollment in target schools, compared with 33 percent in non-target schools.
- Just over 42 percent of students enrolled in Talent Search target schools were eligible for free lunch compared with 25 percent nationwide. Overall, we estimate that Talent Search serves about 21 percent of the number of students eligible for free lunch in the target schools and 6 percent in all secondary schools.
- Over three-fourths of projects reported that there were other schools in the area that could have benefited from Talent Search services, but which could not be served due to lack of resources.

CHARACTERISTICS OF ORGANIZATIONS RECEIVING GRANTS

The legislation authorizing Talent Search specifies that grants may be awarded to institutions of higher education, other public or private organizations, or a combination of the above and, in exceptional cases, directly to secondary schools. An examination of the characteristics of those organizations that have received the competitive grants provides insight into the federal grant-making process and the implicit or explicit policies that have been operating since Talent Search's inception.

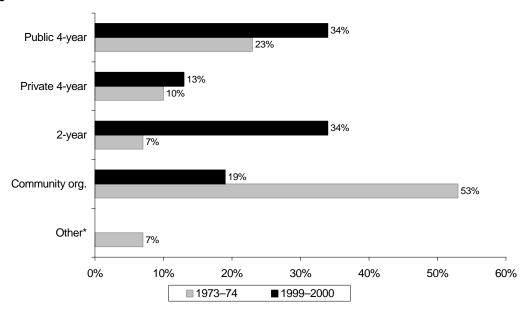
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Looking at data from the early years of the program in 1973–74 compared with data from 1999-2000, we see that the distribution of project grantees (hosts) has changed significantly (figure 3.1). Most notable was a decrease in the proportion of community organization grantees along with an increase in the proportion of 2- and 4-year public institutions. Over the 25-year period, the proportion of 2-year institutions increased from 7 percent in 1973–74 to 34 percent in 1999–2000. In part, the increase in the proportion of 2-year institution grantees mirrors the increase in the number of 2-year colleges and the enrollment in such institutions over the period (U.S Department of Education, NCES 1994). By the start of the 1990s, 2-year colleges were enrolling about 40 percent of all freshmen and half of minority freshmen in the United States. The proportion of grantees that were 4-year public institutions also increased, from 23 percent in 1973–74 to 34 percent in 1999–2000. Correspondingly, community organization grantees went from over half (53 percent) of the total grantees in 1973–74 to 19 percent in 1999–2000.

AREA SERVED

The project survey asked Talent Search projects to indicate the area served by their project. Table 3.1 shows the responses by grantee type. Overall, just over one-third of projects (36 percent) reported that they served a large or medium-sized urban area, and just over one-fourth (28 percent each) indicated that they served a rural area or a small city or town. Six percent reported that they served a suburban area while 3 percent served a reservation.

Figure 3.1—Distribution of Talent Search projects by grantee type: 1973–74 and 1999–2000



SOURCES: Pyecha et al. 1975; analysis of Talent Search performance reports, 1999-2000.

NOTE: In 1973-74, there were 114 Talent Search projects; in 1999-2000, there were 361 projects.

*Includes 5 percent hosted by consortia of educational institutions, not classified as to level or control; also includes other types of schools. In 1999–2000, all agencies that were not 2-year or 4-year educational institutions were classified as community organizations.

Table 3.1—Distribution of Talent Search projects by primary area served: 2000					
		Host institution			
	All	Public	Private		Community
	projects	4-year	4-year	2-year	org.
A large or very large city (100,000 or more)	36%	37%	53%	12%	12%
A small or medium-sized city (up to 100,000)	28	25	21	41	65
A rural or farming community	28	29	26	35	15
A suburb of a medium-sized, large, or very large city	6	7	0	7	3
A reservation	3	2	0	7	3

SOURCE: National Survey of Talent Search Projects, 1999-2000.

REGIONAL LOCATION

Performance report data indicate that the largest number of projects was located in federal Region IV (Atlanta), which accounted for almost one-fourth of Talent Search projects (table 3.2).

Table 3.2—Number of Talent Search projects and participants by grantee host federal region, performance report data: 1999

	Total	Project	Number of
Federal region (city)	grantees	distribution	participants
I (Boston)	14	4%	11,508
II (New York)	33	9	31,059
III (Philadelphia)	35	10	41,678
IV (Atlanta)	88	24	70,815
V (Chicago)	55	15	36,428
VI (Dallas)	48	13	44,310
VII (Kansas City)	20	6	15,626
VIII (Denver)	18	5	15,684
IX (San Francisco)	38	11	33,031
X (Seattle)	12	3	7,312
Total	361	100	307,451

SOURCE: U.S. Department of Education, Office of Postsecondary Education, A Profile of the Talent Search Program: 1998–99, Washington, DC: May 2002.

GENERAL CHARACTERISTICS OF POSTSECONDARY GRANTEE INSTITUTIONS

To develop a better understanding of the characteristics of Talent Search grantee organizations, we compared information on the 293 educational institution grantees (excludes the 68 Talent Search projects hosted by community-based organizations) with characteristics of other 2- and 4-year public and private colleges. We used data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). Of the 9,898 postsecondary institutions in the IPEDS data set, 4,483 were public or private, non-profit 2- and 4-year degree-granting institutions, which provided the basis for the comparisons.

INSTITUTION CONTROL

Compared with their numbers in the IPEDS, public educational institutions were much more likely than private institutions to be Talent Search grantees (table 3.3). Public 4-year institutions accounted for 14 percent of all IPEDS degree-granting institutions but for just over 40 percent of the Talent Search educational institution hosts. Private 4-year institutions, which represent 45 percent of the institutions in the IPEDS database, hosted 16 percent of the Talent Search projects at educational institutions. Two-year institutions represented 41 percent of the IPEDS institutions and accounted for 42 percent of the Talent Search grantees that were educational institutions.

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Table 3.3—Number of Talent Search projects hosted at postsecondary educational institutions and number of IPEDS degree-granting institutions, by type of institution: 1999

	Number of Talent Search	Percent of Talent Search	Total	Percent of
Туре	grantees	grantees	IPEDS	IPEDS
Public 4-year	121	41%	642	14%
Private 4-year	48	16	2,003	45
2-year	124	42	1,838	41
All education institutions hosting projects	293	100	4,483	100

SOURCE: Analysis of data from Talent Search Performance Reports, 1998-99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

NOTE: This table includes only those Talent Search projects that reported being hosted by educational institutions (293 of 361 total Talent Search projects). Of the 2-year institutions hosting Talent Search projects, all but two were public. Institutions included from the IPEDS were all public 4-year or above, all private nonprofit 4-year or above, all public 2year, and all private nonprofit 2-year.

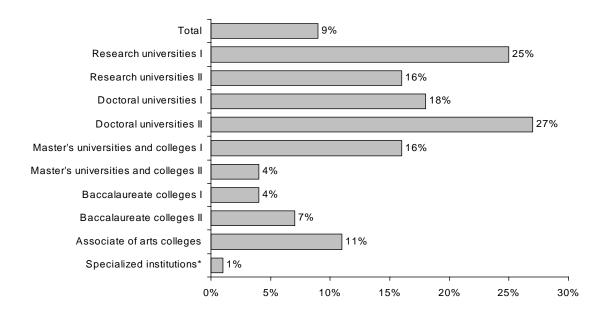
CARNEGIE CLASSIFICATION

The Carnegie Classification is a system developed by the Carnegie Foundation for the Advancement of Teaching that groups postsecondary degree-granting institutions into categories based on a combination of levels of degrees awarded and research funding (The Carnegie Foundation for the Advancement of Teaching, 1994). A variable within the classification system is also included in the IPEDS file. Thus, 3,123 of the 4,483 degree-granting institutions carry Carnegie classification codes.

Figure 3.2 provides the percent of institutions in each Carnegie category that hosted Talent Search projects (291 of the 293 Talent Search educational institution hosts carried Carnegie classified a Carnegie code). Table 3.4 also arrays the number of Talent Search projects in each of the categories and demonstrates that compared to their numbers research institutions and more likely to have institutions granting doctoral degrees were more likely than baccalaureate institutions to institutions granting doctoral degrees were more likely than baccalaureate institutions to T alent Search grants have received Talent Search grants. Talent Search operates at about 9 percent of the total were other types of Carnegie-classified institutions; however, it operates at 25 percent of Research I institutions and 27 percent of Doctoral II institutions, while operating at just 4 and 7 percent, respectively, of the much more numerous Baccalaureate I and Baccalaureate II institutions. It may be that the effort needed to prepare competitive grants and the ability to demonstrate the need for services are more associated with large research and doctoral granting institutions. These institutions also receive a large number of other federal grants.

research and doctorate institutions.

Figure 3.2—Percent of institutions with Talent Search grants, by Carnegie Classification: 1999



SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

^{*}Specialized institutions include the following 10 categories: theological seminaries, Bible colleges, and other institutions offering degrees in religion; medical schools and medical centers; other separate health profession schools; schools of engineering and technology; schools of business and management; schools of art, music, and design; schools of law; teachers' colleges; tribal colleges; and other specialized institutions.

Table 3.4—Distribution of Talent Search grantees hosted at educational institutions by Carnegie Classification: 1999

	Total Talent Search		=	All
	projects with Carnegie Classification		•	-classified utions
Carnegie Classification	Number	Percent	Number	Percent
Research universities I	22	7.6%	88	2.8%
Research universities II	6	2.1	37	1.2
Doctoral universities I	9	3.1	51	1.6
Doctoral universities II	16	5.5	60	1.9
Master's universities and colleges I	70	24.1	434	13.9
Master's universities and colleges II	4	1.4	94	3.0
Baccalaureate colleges I	6	2.1	166	5.3
Baccalaureate colleges II	30	10.3	461	14.8
Associate of arts colleges	122	41.9	1,105	35.4
Specialized institutions*	6	1.7	629	20.1
Total	291	100.0	3,125	100.0

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

GRANTEE INSTITUTION SIZE

Consistent with the fact that Talent Search postsecondary institution hosts were much more likely to be public institutions, Talent Search grantees were also much more likely rge institutions were to be large rather than small postsecondary institutions. Talent Search grantees had a more likely than small median enrollment of 5,645 students, while all IPEDS institutions had a median institutions to be Talent enrollment of 1,154 students (table 3.5). The most pronounced differences occurred in grantees. regions I, II, IX, and X.

^{*}Specialized institutions include the following 10 categories: theological seminaries, Bible colleges, and other institutions offering degrees in religion; medical schools and medical centers; other separate health profession schools; schools of engineering and technology; schools of business and management; schools of art, music, and design; schools of law; teachers' colleges; tribal colleges; and other specialized institutions.

Table 3.5—Median enrollment at Talent Search host institutions and all IPEDS institutions, by federal region: 1999

Federal region (city)	Talent Search grantees	All other IPEDS institutions	All IPEDS institutions
I (Boston)	11,351	1,127	1,258
II (New York)	7,872	764	824
III (Philadelphia)	5,719	854	1,033
IV (Atlanta)	3,412	1,073	1,204
V (Chicago)	7,323	1,130	1,254
VI (Dallas)	4,323	1,078	1,451
VII (Kansas City)	3,287	957	1,082
VIII (Denver)	5,401	946	1,117
IX (San Francisco)	15,566	824	900
X (Seattle)	10,096	1,176	2,026
All	5,645	999	1,154

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

MINORITY ENROLLMENT AT GRANTEE HOST INSTITUTIONS

The Talent Search and TRIO programs are not targeted to specific racial and ethnic groups. Rather, they have a mission to serve all low-income and first-generation college students. However, the programs have historically played an important role in serving underrepresented ethnic groups and institutions that serve higher proportions of minority students might be more likely to have interest in hosting a Talent Search project. Overall, Talent Search hosts had an average of 28 percent minority enrollment. All other institutions had an average minority enrollment of 24 percent (table 3.6). The small difference is consistent with the fact that Talent Search projects are much more likely to be lodged in large public institutions that account for a large proportion of total enrollment. The largest differences between Talent Search hosts and all other institutions occurred in Region II.

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Table 3.6—Percentage of minority enrollment at Talent Search host institutions and all IPEDS institutions, by federal region: 1999

Federal region (city)	Talent Search grantees	All other IPEDS institutions	All 2-year and 4-year IPEDS institutions
I (Boston)	12%	12%	12%
II (New York)	47	33	35
III (Philadelphia)	24	19	20
IV (Atlanta)	27	25	25
V (Chicago)	22	15	16
VI (Dallas)	39	31	32
VII (Kansas City)	10	11	10
VIII (Denver)	12	11	11
IX (San Francisco)	41	40	41
X (Seattle)	17	13	14
All	28	24	25

SOURCE: Analysis of data from Talent Search Performance Reports, 1998-99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

BLACK ENROLLMENT AT HOST INSTITUTIONS

Talent Search grantees that were educational institutions had, on average, 13 percent black enrollment compared with 10 percent overall for IPEDS institutions (table 3.7). Black enrollment was highest in Region IV (23 percent).

Table 3.7—Percentage of black student enrollment at Talent Search host institutions and all IPEDS institutions, by federal region: 1999

Federal region (city)	Talent Search grantees	All other IPEDS institutions	All IPEDS institutions
I (Boston)	4%	5%	5%
II (New York)	14	10	11
III (Philadelphia)	16	13	13
IV (Atlanta)	23	17	18
V (Chicago)	12	8	9
VI (Dallas)	19	10	12
VII (Kansas City)	4	6	5
VIII (Denver)	2	2	2
IX (San Francisco)	5	7	6
X (Seattle)	2	3	3
All	13	9	10

SOURCE: Analysis of data from Talent Search Performance Reports, 1998-99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

The 2- and 4-year IPEDS institutions include 75 Historically Black Colleges and Universities (HBCUs). Of these, 30 operate Talent Search projects. Of the 293 postsecondary institution hosts of Talent Search projects, 8 percent are HBCUs (table 3.8). HBCUs accounted for slightly more than 2 percent of the entire population of 2- and 4-year institutions of higher education. Of the 30 HBCUs, 19 were located in Region IV.

Table 3.8—Number of Historically Black Colleges and Universities (HBCUs) serving as Talent Search hosts and HBCUs as a percent of all Talent Search hosts and all IPEDS

institutions, by federal region: 1999

Federal region (city)	Number of HBCU Talent Search grantee organizations	HBCUs as a percent of all Talent Search grantee organizations	Total number of HBCUs among all IPEDS institutions	Percent of HBCUs among all IPEDS institutions
I (Boston)	0	0%	0	0%
II (New York)	0	0	1	<1
III (Philadelphia)	3	9	14	3
IV (Atlanta)	19	22	42	5
V (Chicago)	0	0	3	<1
VI (Dallas)	7	15	14	3
VII (Kansas City)	1	5	1	<1
VIII (Denver)	0	0	0	0
IX (San Francisco)	0	0	0	0
X (Seattle)	0	0	0	0
All	30	8	75	2

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

HISPANIC ENROLLMENT AT HOST INSTITUTIONS

Overall Hispanic enrollment at Talent Search grantee institutions (9 percent) was similar to the total for all IPEDS institutions (table 3.9); however, Talent Search projects were more likely to be located in Hispanic-Serving Institutions (HSIs) (table 3.10). Despite the absence of an official designation for Hispanic-serving institutions, Title V of the Higher Education Act (HEA) of 1965, as amended, identifies HSIs as accredited and degree-granting public or private nonprofit institutions of higher education with at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment.¹

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¹It should be noted that Title V applies additional criteria for specific program eligibility. To be eligible for the Title V program, an institution of higher education *must* also have a high enrollment of needy students, low educational and general expenditures, and 25 percent or more undergraduate Hispanic full-time equivalent enrollment, where 50 percent of Hispanic students are low-income. The list of potentially eligible HSIs is compiled by the White House Initiative on Educational Excellence for Hispanic Americans. The White House Initiative uses IPEDS, developed by the National Center for Education Statistics, to create a list of institutions with 25 percent or more undergraduate Hispanic full-time equivalent enrollment in order to help provide some

According to the act's criterion, 196 institutions nationwide would be classified as HSIs. Of these, 25 were Talent Search grantees. Among all Talent Search grantees that were educational institutions, 9 percent were HSIs. Among all 2- and 4-year IPEDS institutions, 4 percent were HSIs, indicating that HSIs were more than twice as likely to have received Talent Search grants than all IPEDS institutions.

Table 3.9—Percentage of Hispanic and Latino enrollment at Talent Search grantees and IPEDS institutions, by federal region: 1999

	Talent Search	All other IPEDS	All IPEDS
Federal region	grantees	institutions	institutions
I (Boston)	4%	3%	3%
II (New York)	27	17	19
III (Philadelphia)	2	2	2
IV (Atlanta)	1	6	5
V (Chicago)	5	3	4
VI (Dallas)	16	15	15
VII (Kansas City)	3	2	2
VIII (Denver)	6	5	5
IX (San Francisco)	19	17	17
X (Seattle)	3	3	3
All	9	9	9

SOURCE: Analysis of data from Talent Search Performance Reports, 1998-99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

context for agencies and others inquiring about HSIs. The list does not, however, designate HSIs, and there is no official certification process. The onus is on institutions to prove that they meet the criteria set out in legislation in any venue in which they apply.

Table 3.10—Number of Hispanic Serving Institutions (HSIs) serving as Talent Search hosts and HSIs as a percent of all Talent Search hosts and all IPEDS institutions, by federal region: 1999

Federal region (city)	Number of HSI Talent Search grantee organizations	HSIs as a percent of all Talent Search grantee organizations	Total number of HSIs among all IPEDS institutions	Percent of HSIs among all IPEDS institutions
I (Boston)	0	0%	0	0%
II (New York)	7	29	58	11
III (Philadelphia)	0	0	0	0
IV (Atlanta)	0	0	7	1
V (Chicago)	1	2	9	1
VI (Dallas)	6	15	47	10
VII (Kansas City)	1	5	1	0
VIII (Denver)	3	19	6	4
IX (San Francisco)	7	23	67	13
X (Seattle)	0	0	1	1
All	25	9	196	4

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics 1997–98."

ASIAN AND PACIFIC ISLANDER, AND AMERICAN INDIAN AND ALASKA NATIVE ENROLLMENT AT HOST INSTITUTIONS

Nationwide, about 5 percent of enrollment in postsecondary institutions is Asian and Pacific Islander, while the enrollment at Talent Search grantees is 6 percent (table 3.11). Enrollment of American Indians and Alaska Natives in postsecondary institutions is just under 1 percent (0.9 percent) nationwide and is similar for Talent Search grantees (table 3.12). Three of the Talent Search grantees were tribal colleges. Nationwide, IPEDS listed 27 tribal colleges in 1999.

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Table 3.11—Percentage of Asian and Pacific Islander student enrollment at Talent Search grantees and IPEDS institutions, by federal region: 1999

Federal region (city)	Talent Search grantees	All other IPEDS institutions	All IPEDS institutions
I (Boston)	4%	4%	4%
II (New York)	5	6	6
III (Philadelphia)	5	4	4
IV (Atlanta)	2	2	2
V (Chicago)	4	3	3
VI (Dallas)	3	4	3
VII (Kansas City)	3	2	2
VIII (Denver)	2	2	2
IX (San Francisco)	16	15	15
X (Seattle)	8	5	6
All	6	5	5

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics, 1997–98."

Table 3.12—Percentage of American Indian and Alaska Native enrollment at Talent Search grantees and IPEDS institutions, by federal region: 1999

Talent Search grantees	Talent Search grantees and IPEDS institutions, by federal region: 1999 Talent Search All other IPEDS All IPEDS					
Federal region (city)	grantees	institutions	institutions			
I (Boston)	0.4%	0.3%	0.3%			
II (New York)	<0.1	0.2	0.2			
III (Philadelphia)	0.2	0.2	0.2			
IV (Atlanta)	0.3	0.4	0.3			
V (Chicago)	0.4	0.5	0.5			
VI (Dallas)	1.8	1.8	1.8			
VII (Kansas City)	0.5	0.7	0.7			
VIII (Denver)	2.2	2.5	2.4			
IX (San Francisco)	1.4	1.4	1.4			
X (Seattle)	2.6	2.0	2.1			
All	0.9	0.8	0.9			

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Institutional Characteristics, 1997–98."

PRESENCE OF OTHER PROGRAMS AT THE HOST INSTITUTION

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Nearly nine of every 10 Talent Search projects reported that their host organizations administered additional programs targeted to disadvantaged student populations (87 percent; table 3.13 and figure 3.4). More of the projects hosted by public 4-year institutions (96 percent) administered additional programs than did projects at any other host type. Community-hosted projects were somewhat less likely to administer additional programs.

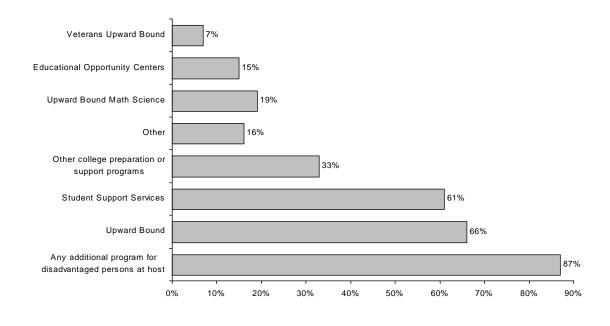
The program administered most frequently was regular Upward Bound (66 percent of all Talent Search host organizations). Upward Bound was also the program administered most frequently by each of the host types, except for 2-year institutions, which were more likely to administer Student Support Services. About one-third of the projects indicated that their host organization administered another college preparatory program that was not one of the TRIO programs listed on the survey.

Table 3.13—Percentage of Talent Search host institutions that administered additional programs for disadvantaged persons: 2000

	Host institution				
	All projects	Public 4-year	Private 4-year	2-year	Community org.
Other programs for disadvantaged persons at this	87%	96%	94%	92%	640/
host					61%
Upward Bound	66	88	81	65	23
Student Support Services	62	82	75	72	3
Other college preparation or					
support programs	33	48	48	22	21
Upward Bound Math/Science	19	36	25	9	3
Other	16	26	17	9	11
Educational Opportunity					
Centers	15	23	3	13	15
Veterans Upward Bound	7	12	3	6	3

Source: National Survey of Talent Search Projects, 1999–2000.

Figure 3.3—Percentage of Talent Search projects reporting that host institutions administered additional programs for disadvantaged persons: 2000



SOURCE: National Survey of Talent Search Projects, 1999-2000.

NUMBER AND CHARACTERISTICS OF TALENT SEARCH TARGET SCHOOLS

As an outreach program, virtually all Talent Search projects collaborate with schools or Talent Search projects agencies serving youth. Target schools, by definition, are middle or secondary schools served over 5,500 target designated by the grantee as a focus of project services. Both the performance report and schools and agencies the project survey collected information on target schools. The project survey also requested information on agencies with which Talent Search worked, including referrals.

Table 3.14 provides information from the survey on the number of secondary and middle school target schools and the number of agencies. Projects listed 5,553 target schools and agencies on the survey. They served somewhat more secondary than middle schools and far more schools than agencies.

Table 3.14—Number of target schools and agencies from which project drew participants, as reported in project survey: 1999-2000 Min. Max. Mode Total Mean Target secondary schools 2,884 9.6 1 63 5 1 Target middle schools 2,081 49 4 7.0 60 588 3.3 0 0 Agencies

SOURCE: National Survey of Talent Search Projects, 1999-2000.

Now we consider annual performance report data on target schools. Of the 349 projects that completed the 1998–99 APR, 341 submitted a list of target schools. In total, these projects served 5,105 target schools. The median number of schools served by a project was 14.² Projects based in public 4-year colleges served the largest number of target schools on average, 16 schools per project (figure 3.5). Private 4-year college grantees served an average of 12 schools, 2-year college grantees served an average of 13 schools, and community—based organization grantees served an average of 11 target schools.

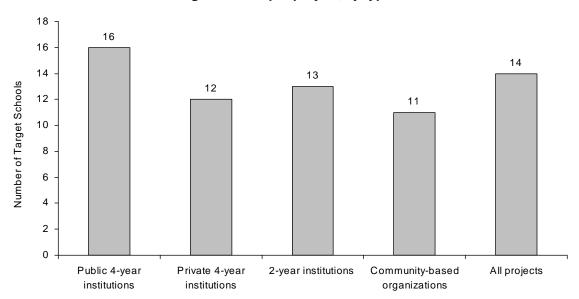


Figure 3.4—Median number of target schools per project, by type of host institution: 1998-99

SOURCE: U.S. Department of Education, Office of Postsecondary Education, A Profile of the Talent Search Program: 1998–99, Washington, DC: May 2002.

DESCRIBING TARGET SCHOOLS WITH THE COMMON CORE OF DATA

In an effort to obtain more in-depth knowledge of the characteristics of Talent Search target schools, we merged target school names from the 1998-99 annual performance reports with school names in the Common Core of Data (CCD). The CCD is a comprehensive database of elementary and secondary schools across the nation. Using data from CCD, we were able to compare characteristics of the Talent Search target schools with characteristics of middle and high schools in each state and nationwide. We found matches with the CCD for 91 percent of the target schools listed in the

²We report the median because one particularly large grantee, with several local projects around the country, served a total of 135 target schools and thus skewed the overall mean.

performance report. The fact that some matches could not be found may be attributable to erroneous or outdated information from either source. For example, some "schools" listed in the performance reports may have actually been other types of agencies the projects worked with, and schools' names could have changed after CCD data were compiled.

School Setting

Talent Search target schools were more likely to be located in urban or rural settings than were all other secondary schools. This reflects the presence of more low-income student Search target schools were in urban and rural schools than in suburban schools. The fact that large public institutions host a high proportion of Talent Search projects also influences which target proportionately schools are served such that target schools tend to be located within driving distance of peated in urban and the host campuses. Thirty percent of target schools were located in a large or medium rural settings. sized city, compared with 20 percent of all other secondary schools (table 3.15). Correspondingly, fewer target schools were located in the suburbs or at the urban fringe of a large or medium-sized city (20 percent compared with 34 percent of all secondary schools). Forty-five percent of target schools were located in a small town or rural area outside a large or medium-sized city.

Table 3.15—Distribution of Talent Search target schools and all secondary schools by geographic location: 1998-99

Geographic location	Percent of Talent Search target schools	Percent of all other secondary schools	Percent of all secondary schools
Large city	16.5%	10.0%	10.7%
Medium-sized city	13.8	10.1	10.5
Urban fringe of a large city	10.5	23.4	22.0
Urban fringe of a medium- sized city	9.0	10.7	10.5
Large town	1.5	1.0	1.1
Small town	16.5	13.1	13.5
Rural, outside metropolitan statistical area	28.4	23.6	24.1
Rural, inside metropolitan statistical area	3.7	8.2	7.7

SOURCE: U.S. Department of Education, Office of Federal TRIO Programs, "Talent Search Performance Reports, 1998-99," and National Center for Education Statistics, Elementary/Secondary and Libraries Studies Division, "Common Core of Data, 1998-99."

Minority Enrollment

Talent Search target schools reported a higher percent of minority enrollment than all other schools. Over half (54 percent) of students in Talent Search target schools were minorities compared with 33 percent in all non-Talent Search schools (table 3.16). The 3 percent in nondata vary considerably by state.

Minorities were over half of the enrollment in Talent Search target schools, compared with target schools.

Table 3.16—Minority enrollment in Talent Search target schools, all other secondary schools, and all secondary schools, by state: 1998–99

Talent Search All other secondary All secondary State target schools schools schools Alabama 44.1% 33.2% 37.1% Alaska 33.1 7.2 9.8 Arizona 44.5 36.4 37.1 Arkansas 25.6 25.0 25.1 California 74.1 56.4 59.1 Colorado 46.5 22.3 26.6 Connecticut 74.5 21.7 29.3 Delaware 38.8 32.4 35.5 District of Columbia 95.5 97.1 99.8 47.3 42.3 43.0 Florida Georgia 61.7 38.4 42.9 Hawaii 82.6 78.5 0.08 Idaho n/a n/a n/a Illinois 69.1 40.0 43.9 Indiana 32.2 11.6 14.4 Iowa 11.5 5.7 7.1 Kansas 36.4 10.4 15.6 Kentucky 13.0 9.4 10.4 63.1 39.4 45.7 Louisiana 1.5 Maine 2.2 2.1 72.8 43.0 Maryland 37.0 Massachusetts 59.2 18.7 22.4 Michigan 61.8 20.0 22.5 Minnesota 29.3 10.9 12.2 Mississippi 78.4 44.1 48.8 50.2 17.5 Missouri 15.4 Montana 2.7 2.5 2.1 Nebraska 27.5 4.4 9.1 Nevada 59.6 30.1 34.4 New Hampshire 2.1 3.1 3.0 40.5 **New Jersey** 84.1 37.6 **New Mexico** 55.7 47.9 50.5 New York 74.3 40.3 43.1 North Carolina 44.8 30.2 33.5 North Dakota 2.1 2.2 2.2 Ohio 52.7 13.3 16.7

21.9

24.1

45.0

54.4

46.2

26.7

79.1

5.0

3.1

25.3

21.2

45.6

6.6

7.8

>99.5

53.5

4.6

Oklahoma

Pennsylvania

Rhode Island

South Carolina

South Dakota

Tennessee

Texas

Utah

Vermont

Virginia

Washington

Wisconsin

Wyoming

Overall

West Virginia

Outlying areas

Oregon

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; National Center for Education Statistics, Elementary/Secondary and Libraries Studies Division, Common Core of Data, 1998–99.

12.0

11.7

16.7

13.4

41.6

2.2

21.1

47.7

9.8

33.8

1.8

19.8

11.6

3.8

7.2 >99.5

32.5

14.2

13.0

20.3

21.2

42.8

2.4

21.9

52.3

9.1

32.8

2.0

19.9

14.1

4.5

7.3

>99.5

35.5

Free-Lunch Eligibility

Talent Search (and other TRIO program) income eligibility requirements are written in Forty percent of students terms of individual students being at or below 150 percent of poverty, not in terms of enrolled in Talent Search target school statistics. In contrast, for GEAR UP, a program with goals similar to Talent search target schools were eligible Search, but which serves entire cohorts of students within particular schools, Congress for free lunch compared established a school-level income eligibility criterion. Specifically, for a school to with 25 percent participate in GEAR UP, more than 50 percent of its students must be eligible for a free nationwide. or reduced-price lunch. Nonetheless, many Talent Search grantees do pay attention to school-level income statistics, because that it is one way they can establish the need for services at proposed target schools, something they must do in their grant applications.

To examine the extent to which Talent Search projects were targeting their services to schools with a high proportion of low-income students, table 3.16 compares the percentage of students eligible for free lunch in Talent Search target schools with the eligible percentage at all other schools serving the Talent Search grade range. As noted in the table, data are not available for several states. Thus, the tabulations are based on states for which data are available on the CCD files.

Among the target schools for which data are available, 40 percent of all students in grades six through 12 enrolled in Talent Search target schools were eligible for the free lunch program (table 3.17). This proportion is 17 percentage points higher than the 23 percent of students reported eligible for the free lunch program at all other secondary schools reporting this statistic.

Target school profiles differ somewhat by project host type (table 3.18). Projects hosted at 2-year colleges tend to have target schools with lower percents eligible for free lunch than is the case among projects hosted by other types of grantees. For example, target schools at projects hosted by 2-year institutions averaged 34 percent eligible compared with 48 percent eligible at projects hosted by community organizations. Geographic locations of 2-year institutions and the more recent date of project initiation may account for this difference.

Table 3.17—Percentage of students eligible for the federal free-lunch program in Talent Search target schools, all other secondary schools, and all secondary schools, by state: 1998–99

State	Talent Search target schools	All other secondary schools	All secondary schools
Alabama	41.5%	29.3%	33.6%
Alaska	n/a	n/a	n/a
Arizona	n/a	n/a	n/a
Arkansas	33.4	28.3	29.5
California	46.4	31.1	33.4
Colorado	33.4	14.1	17.6
Connecticut	49.4	13.3	18.5
Delaware	24.2	22.1	23.1
District of Columbia	n/a	n/a	n/a
Florida	32.5	28.0	28.7
		27.6	
Georgia	45.3		31.0
Hawaii	35.4	25.8	29.4
Idaho	17.3	20.5	19.3
Illinois	n/a	n/a	n/a
Indiana	27.7	15.4	17.0
Iowa	20.7	15.2	16.5
Kansas	n/a	n/a	n/a
Kentucky	32.6	32.1	32.3
Louisiana	50.7	39.0	42.1
Maine	27.9	19.9	20.5
Maryland	26.1	18.7	19.9
Massachusetts	41.1	10.2	13.0
Michigan	44.4	18.5	20.1
Minnesota	32.6	15.3	16.5
Mississippi	68.3	51.9	54.2
Missouri	41.5	20.0	21.3
Montana	26.0	15.7	17.9
Nebraska	30.4	13.6	17.0
Nevada	14.1	14.0	14.0
New Hampshire	11.6	9.1	9.3
New Jersey	54.6	22.1	24.1
New Mexico	n/a	n/a	n/a
New York	50.7	30.5	32.2
North Carolina	30.1	23.2	24.8
North Dakota	42.7	16.6	18.9
Ohio	40.8	14.3	16.6
Oklahoma	44.0	28.9	32.3
Oregon	28.8	19.2	20.2
Pennsylvania	n/a	n/a	n/a
Rhode Island	46.8	17.6	23.2
South Carolina	30.9	33.4	32.8
South Dakota	29.7	21.4	22.0
Tennessee	n/a	n/a	n/a
Texas	44.6	28.8	31.2
Utah	20.7	14.4	15.3
Vermont	29.3	18.1	19.4
Virginia	22.2	14.5	15.7
Washington	n/a	n/a	n/a
West Virginia	47.3	15.8	18.1
Wisconsin	41.0	32.0	34.2
Wyoming	21.0	14.9	15.5
Outlying areas	63.7	71.4	70.0
Outlying areas Overall	39.6	22.7	25.1

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; National Center for Education Statistics, Elementary/Secondary and Libraries Studies Division, "Common Core of Data, 1998–99."

Table 3.18—School lunch program eligibility rates at Talent Search target schools, by type of host institution: 1998-99

Host institution	Average percent eligible for free lunch	Average percent eligible for free or reduced-price lunch
Public 4-year	40.5%	47.5%
Private 4-year	43.6	47.0
2-year	34.3	40.3
Community org.	47.7	53.2

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; National Center for Education Statistics, Elementary/Secondary and Libraries Studies Division, "Common Core of Data, 1998–99."

Another analytical approach we took was to rank all secondary schools from high to low on the percentage of their students eligible for the school lunch program and then to determine where Talent Search target schools fell in the distribution. Considering both free and reduced-price lunch eligibility, about 40 percent of Talent Search target schools were in the top quarter and 83 percent were in the top half of the distribution (table 3.19).

Table 3.19—Comparison of the distributions of Talent Search target schools and all secondary schools in terms of the percentage of students eligible for the school lunch program: 1998-99

	Ranking based on student eligibility for free lunch	Ranking based on student eligibility for free and reduced- priced lunch
Number of secondary schools in top quarter	8,049 ³	6,631 ⁴
Number of target schools in top quarter of all secondary schools	1,596 ¹	1,371 ²
Percentage of target schools in top quarter of all secondary schools	41.5%	39.4%
Number of secondary schools in top half	16,098 ³	13,264 ⁴
Number of target schools in top half of all secondary schools	2,486 ¹	2,892 ²
Percentage of target schools in top half of all secondary schools	64.6%	83.1%

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; National Center for Education Statistics, Elementary/Secondary and Libraries Studies Division, "Common Core of Data, 1998–99."

¹For 935 target schools we did not have data on the number of students eligible for free lunch.

²For 1,300 target schools we did not have data on the number of students eligible for free and reduced-price lunch.

³For 8,658 non-target schools we did not have data on the number of students eligible for free lunch.

⁴For 13,962 non-target schools we did not have data on the number of students eligible for free and reduced-price lunch.

Student-Teacher Ratios

Virginia

We also used CCD data to look at student-teacher ratios in Talent Search and non-Talent Search schools. Talent Search schools had very slightly higher ratios (16.5:1) than non-Talent Search schools (15.9:1) (table 3.20).

Table 3.20—Average number of students per teacher in Talent Search target schools, all other secondary schools, and all secondary schools, by state: 1998-99 Talent Search target All secondary All other State schools secondary schools schools Alabama 17.1 16.5 16.7 17.1 16.5 16.7 Alabama 19.0 Alaska 21.3 21.3 17.7 18.7 18.6 Arizona Arkansas 15.6 16.5 16.3 California 22.8 22.2 22.2 Colorado 15.6 17.0 16.9 Connecticut 15.0 14.1 14.1 Delaware 16.4 13.4 14.5 District of Columbia n/a n/a n/a Florida 18.8 17.1 17.3 Georgia 16.2 16.3 16.3 Hawaii 17.0 16.7 16.8 Idaho 17.6 15.7 16.1 Illinois 16.2 16.6 16.6 Indiana 17.3 16.9 17.0 Iowa 14.1 14.0 14.1 14.8 Kansas 13.1 13.3 16.5 Kentucky 17.0 16.9 Louisiana 17.1 15.9 16.1 Maine 13.9 14.3 14.2 Maryland 17.0 16.1 16.2 Massachusetts n/a n/a n/a Michigan 18.5 18.4 18.4 Minnesota n/a n/a n/a Mississippi 17.3 17.4 17.4 Missouri 14.7 14.2 14.2 Montana 13.7 12.3 12.4 14.7 11.0 11.2 Nebraska 21.8 Nevada 18.6 18.9 New Hampshire 14.5 14.4 14.4 **New Jersey** 13.2 13.7 13.7 **New Mexico** 15.6 15.8 15.8 New York 17.7 15.4 15.5 North Carolina 13.8 13.4 13.5 North Dakota 11.4 13.4 13.3 Ohio 17.1 16.9 16.9 Oklahoma 14.6 14.8 14.8 Oregon 19.5 17.9 18.0 Pennsylvania 17.7 16.9 17.0 Rhode Island 14.1 13.0 13.1 South Carolina 15.7 15.7 15.7 South Dakota 17.9 13.9 13.7 Tennessee n/a n/a n/a Texas 13.9 13.7 13.7 Utah 19.0 19.7 19.6 Vermont n/a n/a n/a

12.9

13.5

13.4

Table 3.20—Average number of students per teacher in Talent Search target schools, all other secondary schools, and all secondary schools, by state: 1998–99 *(continued)*

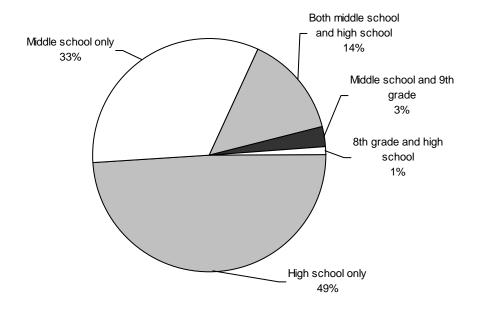
	Talent Search target	All other	All secondary
State	schools	secondary schools	schools
Washington	19.5	20.3	20.3
West Virginia	16.2	15.7	15.7
Wisconsin	15.1	14.8	14.9
Wyoming	16.3	13.7	13.9
Outlying areas	18.2	20.1	19.0
Overall	16.5	15.9	16.0

SOURCE: U.S. Department of Education, Office of Postsecondary Education, A Profile of the Talent Search Program: 1998–99, Washington, DC: May 2002.

Distribution of Target Schools by Grade Level Served

Using CCD information, figure 3.5 arrays the distribution of target schools by grade level. High schools constituted just under half (49 percent) of the Talent Search target schools while middle or junior high schools constituted just over one-third (36 percent) of the total. About 15 percent were combined high and middle schools.

Figure 3.5—Distribution of Talent Search target schools by grade levels in school: 1998–99



SOURCE: Analysis of data from Talent Search Performance Reports and Common Core of Data, 1998-99.

Percent of Schools Served

Overall, there were about 41,640 middle and secondary schools in the United States in 2000. We estimate that Talent Search served about 11 to 13 percent of these schools (15 to 16 percent of high schools and about 8 to 11 percent of middle schools).

ESTIMATES OF ELIGIBLE STUDENTS SERVED

The data merger with the CCD allowed us to examine the extent to which Talent Search served the eligible students in the target schools. A proxy measure of the number of students eligible for Talent Search is the number of students eligible for a free or reduced-price lunch. This measure is not the same as the Talent Search income eligibility criterion, but it does provide an indication of the proportion of economically disadvantaged students served by Talent Search. To be eligible for a free lunch, a student's household income must not exceed 130 percent of poverty. To be eligible for a reduced-price lunch, a student's household income must not exceed 180 percent of poverty. Given that fewer schools had information on free and reduced-price lunch eligibility than had information on free lunch eligibility, we used the latter statistic.

Overall we estimate that Talent Search served about 21 percent of the estimated number of students eligible for a free lunch in the target schools (table 3.22). Estimates varied widely across states. California Talent Search projects, for example, served 12 percent of the "eligible population" in the target schools while Alabama projects served 33 percent.³

Table 3.21 presents estimates of the number of students served by Talent Search as a percentage of the free-lunch–eligible students in all secondary schools, not just the target schools. In constructing table 3.22, we defined Talent Search–eligible schools as schools serving any students in grade 7 or higher. We limited our analysis to middle and secondary schools because the Talent Search program regulations require participants to be enrolled in grade 6 or higher. Using this method to estimate the percentage of students served, we concluded that Talent Search projects served about 6.1 percent of students enrolled in grades 6 through 12 estimated eligible for the free-lunch program in schools across the United States and in outlying areas. This does not mean that Talent Search served 6.1 percent of eligible students, because not all students served by Talent Search were low-income students.

we estimate whent Search bout 21 percent umber of seligible for free the target and 6 percent in udary schools.

³There are several possible reasons why a state might exceed 100 percent (i.e., the number of participants served was greater than the number of free-lunch–eligible students). First, the income guidelines for participation in Talent Search and participation in the federal free-lunch program differ somewhat. For Talent Search, a participant's household income must not exceed 150 percent of the poverty level. To qualify for a reduced-price lunch, income must not exceed 180 percent of the poverty level; for free lunch, income must not exceed 130 percent. In addition, Talent Search requires that only two-thirds of participants meet both the low-income and first-generation eligibility requirements. The remaining one-third need not meet either of those criteria.

	Number served by Talent Search, from annual performance reports			Number eligible for free-lunch program in grades 6–12		Number served as percentage of number eligible for free-lunch program	
	pononium	Grades	Target	All secondary	Target	All secondary	
State	Total	6–12	schools	schools*	schools	schools*	
Mabama	19,621	18,944	58,151	65,859	32.6%	28.8%	
laska	853	797	n/a	n/a	n/a	n/a	
Arizona	3,122	3,083	n/a	n/a	n/a	n/a	
rkansas	7,503	7,442	16,928	46,343	44.0	16.1	
alifornia	24,878	24,564	203,604	717,546	12.1	3.4	
Colorado	4,479	4,978	21,180	40,470	23.5	12.3	
Connecticut	1,583	1,475	15,930	29,744	9.3	5.0	
Delaware	1,350	1,348	6,577	6,243	20.5	21.6	
District of Columbia	16,354	14,662	n/a	n/a	n/a	n/a	
Torida	5,825	5,354	57,165	274,862	9.4	1.9	
Seorgia	9,497	9,048	60,083	142,930	15.1	6.3	
ławaii	1,900	1,699		·	16.9	12.3	
iawaii daho	2,698		10,078	13,779 15,201	32.6	16.5	
		2,511	7,703	15,201			
linois	11,575	10,796	n/a	n/a	n/a	n/a	
ndiana	5,110	4,876	18,019	64,235	27.1	7.6	
owa	6,845	6,581	13,049	28,592	50.4	23.0	
ansas	4,781	4,446	n/a	n/a	n/a	n/a	
Centucky	6,647	6,470	31,191	67,207	20.7	9.6	
ouisiana	10,706	10,075	53,385	96,085	18.9	10.5	
laine	830	739	1,798	18,409	41.1	4.0	
/laryland	3,048	2,882	18,501	60,078	15.6	4.8	
lassachusetts	5,708	5,498	18,089	38,244	30.4	14.4	
1ichigan	4,273	3,922	21,599	131,995	18.2	3.0	
/linnesota	3,108	3,012	10,460	58,198	28.8	5.2	
1ississippi	5,389	5,220	23,193	101,911	22.5	5.1	
⁄lissouri	2,387	2,193	10,828	79,855	20.3	2.7	
1ontana	2,092	1,754	4,524	9,915	38.8	17.7	
lebraska	1,613	1,561	8,901	15,115	17.5	10.3	
levada	1,381	1,074	3,046	17,349	35.3	6.2	
lew Hampshire	1,222	1,217	1,366	8,125	89.1	15.0	
lew Jersey	6,340	5,714	17,758	85,228	32.2	6.7	
lew Mexico	4,475	4,366	n/a	n/a	n/a	n/a	
lew York	15,183	14,606	56,635	337,041	25.8	4.3	
Iorth Carolina	8,645	8,276	42,037	107,214	19.7	7.7	
lorth Dakota	2,384	2,344	2,184	8,436	107.3	27.8	
)hio	8,903	8,240	33,302	119,778	24.7	6.9	
Oklahoma	7,063	7,033	30,067	62,400	23.4	11.3	
Dregon	2,060	2,017	8,513	45,948	23.7	4.4	
Pennsylvania	10,391	10,249	n/a	n/a	n/a	n/a	
Rhode Island	865	865	6,393	10,324	13.5	8.4	
outh Carolina	7,114	6,879	28,378	78,604	24.2	8.8	
outh Dakota	1,035	827	1,353	12,666	61.1	6.5	
ennessee	8,077	7,974	n/a	n/a	n/a	n/a	
exas	14,563	14,010	125,809	453,934	11.1	3.1	
Itah	5,069	4,958	6,746	27,668	73.5	17.9	
ermont	7,135	6,747	17,709	83,255	38.1	8.1	
irginia	1,300	1,300	2,168	5,583	60.0	23.3	
/ashington	1,701	1,637	2,100 n/a	5,565 n/a	n/a	23.3 n/a	
/asnington /est Virginia	3,459	3,296	16,188	68,097	11/a 20.4	11/a 4.8	
		,					
/isconsin	2,392	2,325	15,079	33,634	15.4	6.9	
Vyoming	625	622	1,026	6,519	60.6	9.5	
Outlying areas	10,636	10,688	40,652	161,116	26.3	6.6	
Overall	305,793	293,194	n/a_	n/a	n/a	n/a	
otals excluding states							
ith missing free-lunch							
lata	n/a	235.184	1.147.343	3.855.734	20.5	6.1	

1,147,343

3,855,734

20.5

6.1

235,184 SOURCE: Data from Talent Search Performance Reports and the Common Core of Data, 1998–99.

n/a

^{*}Defined as schools serving any students in grade 7 or higher.

Another way of estimating the percentage of eligible children served by Talent Search is to look at the number served relative to the number of low-income children in the eligible age range (table 3.22). Census reports indicated that about 27 percent of children 11 to 17 years—or just over 8 million children—were at or below 150 percent of poverty. We estimated that Talent Search serves about 4 percent of the eligible age group at or below 150 percent of poverty in any given year. If each eligible child were served in only one grade in the years between ages 11 and 17, about 28 percent of the total number of eligible children would have contact with Talent Search over the period in which they were in the eligible age group. Given that Talent Search typically serves students for more than one year (with half of participants new each year), we might assume that about 12 percent of those eligible might receive some Talent Search services during the period they are in the 6th through 12th grades.

Table 3.22—Estimates of the percent of children served by Talent Search				
Estimated number of children 11 to 17 years	27,635,000			
Estimated number of children 11 to 17 years at or below 150 percent				
of poverty	7,317,000			
Percentage of children at or below 150 percent of poverty	26.5%			
Percentage of children in nation receiving free or reduced-price lunch	34.4%			
Number of Talent Search participants a year in grades six through 12	293,294			
Percentage of potentially eligible served each year	4.0%			

SOURCE: Analysis of data from Talent Search Performance Reports, 1998–99; data from U.S. Census Bureau's Current Population Survey (available at www.census.gov/hhes/www/poverty.html).

UNMET NEED IN TARGET AREA

For a different view of the need for Talent Search services, the project survey asked whether there were any schools in the grantees' target areas whose students could benefit from Talent Search services, but which could not be served with current resource levels. Over three-fourths of Talent Search projects (77 percent) indicated this was true (table 3.23).

Table 3.23—Percent of Talent Search projects that reported other schools in their area could benefit from the program, but could not be served due to lack of resources

Type of host	Percent
All projects	77%
Public 4-year	81
Private 4-year	81
2-year	71
Community org.	80

SOURCE: National Survey of Talent Search Projects, 1999-2000.

CHOOSING TARGET SCHOOLS

As part of the case studies, we discussed with project personnel how the projects came to target and work with certain schools versus others. In the most general sense, the case study projects looked for the schools with the greatest number of target students not otherwise likely to receive needed services. Projects seemed to follow one of two approaches depending on the degree to which they wanted to serve particular types of students. In the first case, projects dedicated to serving students with certain background characteristics looked for schools with a concentration of those students. The project that aimed to serve American Indian students, for example, chose schools located on or near reservations.

In the second case, projects generally chose schools with the highest poverty rates within the geographic area that could be reasonably served by the host organization. Typically, projects measured poverty by the percentage of students eligible for free or reduced-price lunch as determined in a manner similar to that already described in this report. This approach inevitably yielded a substantial number of students who met Talent Search's two overarching eligibility criteria (member of a low-income household and potential first-generation college student). The target schools also met significant indications of need stipulated in the grant application, including high dropout rates and low rates of enrollment in postsecondary programs among school graduates.

Case study projects also typically served a few more target high schools than middle schools. This practice seemed to reflect Talent Search's traditional emphasis on providing college admission and financial aid assistance to those students most in need of such services. In choosing middle schools, projects almost always tried to work with schools that fed into their target high schools, thus establishing the possibility that some students would remain involved with Talent Search from the 6th through the 12th grade. Nonetheless, retention proved problematic in districts with open enrollment at the high school level.

⁴Actual percentages varied. One project looked for schools where at least 25 percent of students were eligible for the school lunch program; another was working in a district where 75 percent of students qualified for the program.

Finally, projects worked with schools that were cooperative and interested in providing their students with access to the types of supplemental services offered by Talent Search. The projects we studied rarely encountered any reluctance or resistance from the schools they proposed to serve or were already serving. Most schools were enthusiastic about participating in the program. Two projects indicated that a few of the schools they proposed to serve had rejected their offer. The school administrators believed that Talent Search would not fit into their schools or noted that school counselors were already providing similar services. In addition, one project had recently taken the rare step of dropping one of its target high schools because officials would not allow Talent Search staff to serve students the way the staff wanted.⁵

SERVICE AREA AND TARGET SCHOOL CONTEXT

The characteristics of service areas and target schools varied considerably among the case study projects. Some projects chose target schools that served a relatively small area; others worked with schools that served relatively large areas. Some projects involved relatively few schools and districts; others worked with several schools and districts. The projects serving large numbers of target schools tended to have less frequent contacts with participating students, a reflection of the school-to-staff ratio. Serving multiple districts also meant that project staff had to deal with a wide range of curricula, different academic calendars, and a host of different policies and practices, such as standardized testing. Talent Search staff have to be aware of these things in order to provide appropriate academic assistance and accurate advice.

The location of a project's main office or host location did not always reflect the area(s) where participants lived. Three projects, for example, were based in a large city, but nearly all of their target schools were located in surrounding suburban districts. Two of the projects had established their Talent Search programs several years after other grantees had undertaken projects working with inner-city schools, forcing the newer projects to look farther out for students in need of precollege assistance. In contrast, one project was based at a suburban college, but its target schools were all located within the nearby urban area.

The following three examples illustrate the varying contexts of Talent Search projects' target service areas and convey some of the implications for project structure and services:

⁵The controversial service method was to pull students out of their regular classrooms, an issue we will return to in chapter 8.

- One project served 12 inner-city schools, all in a single school district and located relatively near the host institution. Services were provided at both the target schools and, because of its proximity, the host institution. Interested students could use public or private transportation to reach the campus, but, due to concerns about crossing through other neighborhoods, some students seldom took advantage of these services.
- A second project served a vast target area that spanned roughly 375 miles from east to west and over 200 miles from north to south. The area, encompassing 17 counties, included a few small or medium-sized cities, but most students lived in rural areas. The project served 36 target schools, the large share of which were combined middle and high schools. All services were provided at the target schools. To serve schools spread over such a large area, two full-time staff members worked out of remote offices, one over an hour's drive from headquarters and the other three hours away in a different direction. Even so, the second staff member still had to travel to schools in four different directions that were 125 miles away. Of the 11 schools assigned to one headquarters-based staff member, three were located 125 to 140 miles away. She and the other headquarters-based staff member each drove about 25,000 to 27,000 miles per year to and from the target schools.⁶
- A third project served two distinct areas and populations. One cluster of target schools was located in a large city school district within a 10-mile radius of the host institution. The schools in the cluster were among the lowest-performing schools in the district, and the students came from diverse racial and ethnic backgrounds. A second cluster of schools was located in a suburban district 30 miles away. Overall, the district was a little more affluent than the urban district; the target schools had a lower percent of students eligible for free or reduced-price lunch, lower dropout and mobility rates, and higher college enrollment rates. However, within the schools in this cluster, the project specifically aimed to serve the needs of Hispanic students, who made up about 10 to 25 percent of school enrollments. Many were enrolled in ESL, Migrant Education programs, or both, and their educational outcomes were lower than those of the majority white students. The project hired one Spanish-speaking staff member, based in a field office, to work exclusively with program participants in these schools.

In some cases, the target schools served by a single grantee exhibited substantial variation. We mentioned earlier that projects often served resource-deficient schools. Visits to target schools revealed how schools' physical conditions—a direct reflection of resources—sometimes varied dramatically both within and across projects. The accompanying text box provides an example.

⁶Covering the target area is relatively costly. Staff travel expenses to and from target schools in 1998–99 totaled about \$26,000, roughly 8 percent of total project costs and almost enough to pay the salary of an additional full-time staff member.

A final but important contextual feature of Talent Search target schools is the changes experienced by schools over time. When personnel or policies change at the school or district level, Talent Search projects often have to modify their service approaches. One project director told us that his staff members essentially have to reintroduce themselves to school administrators every year and renegotiate how they will work with students. For example, at one target middle school, staff had provided in-class services for two consecutive years, but a new principal discontinued the services. At another project, one of the target districts consolidated various schools, severely interrupting services to middle school students.