APPENDIX C ADDITIONAL INFORMATION ON TALENT SEARCH SERVICES AND ACTIVITIES

T his appendix expands on the information presented in chapter 6. Four topics are addressed: Annual perpformance report (APR) data on academic support services, APR and project survey data on personal and career development services, the use of computer technology in project services and communications, and services for persons with disabilities.
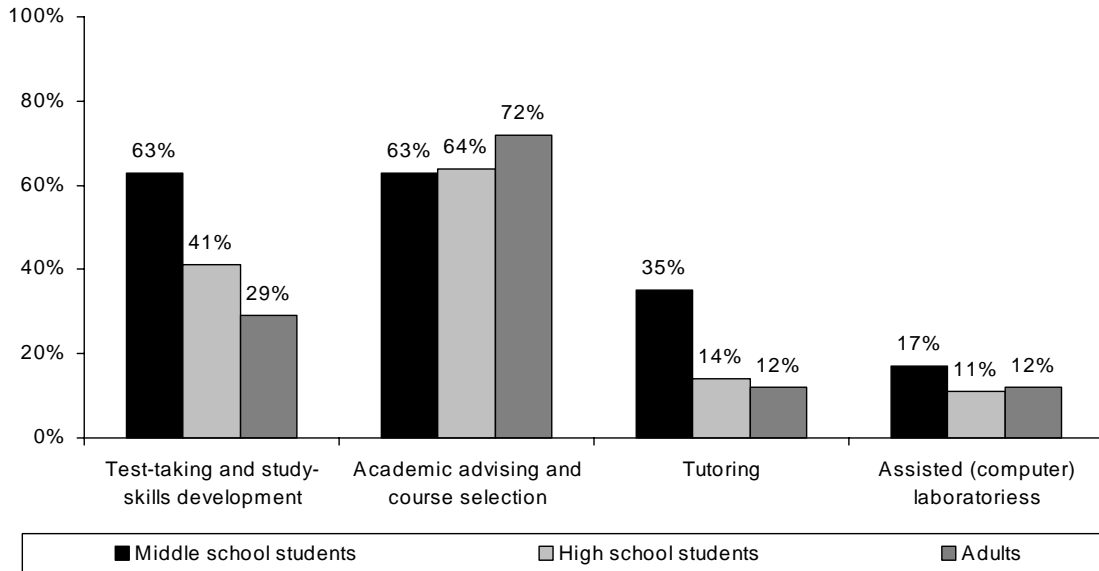
APR DATA ON ACADEMIC SUPPORT SERVICES

Compared with our survey data, APR data showed roughly similar percentages of projects providing each of the four academic support services, but APR data also provided additional information on the scope of these services. The most frequently provided service was academic advising/course selection; projects provided an average of 673 such sessions (table C.1).[1] Overall, academic advising/course selection was also the service delivered to the largest percent of participants. However, the percent of participants receiving these four services varied by type of participant, as shown in figure C.1. For example, middle school students were substantially more likely than high school students to receive tutoring and test-taking and study-skills development services.

Table C.1—APR data on provision of academic support services: 1998–99	Percentage of projects providing services	Average number of sessions per project	Percentage of participants receiving services
Test-taking and study-skills development	92%	265	47%
Academic advising/course selection	91	673	65
Tutoring	80	547	21
Assisted (computer) labs	63	149	13

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

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[1]A "session" may be thought of as any meeting, activity, or event that involves participants. Some sessions may involve a single participant, others may involve many participants.

Figure C.1—Percentages of participants receiving academic support services: 1998-99

APR DATA ON PERSONAL AND CAREER DEVELOPMENT SERVICES

Compared with our project survey data, APR data showed roughly similar percent of projects providing each of the several personal and career development services (with the exception of referral services, discussed below). APR data also provided additional information on the scope of these services. The most frequently provided service was counseling; projects provided an average of 1,286 such sessions (table C.2). Overall, counseling was also the service received by the largest percent of participants. However, the percent of participants receiving personal and career development services varied by participant type, as shown in figure C.2. For example, a substantially higher percent of middle school students than high school students participated in cultural activities while adults were substantially more likely than students at either level to receive referrals.

Table C.2—APR data on provision of personal and career development services: 1998–99

	Percent of projects providing service	Average number of sessions per project	Percent of participants receiving service
College orientation activities[a]	95%	217	54%
Cultural activities	90	59	33
Referrals	68	27[b]	12
Counseling	92	1,286	77
Family activities	84	94	30
Mentoring	58	233	17

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

[a]The APR does not ask separately about campus visits as the national evaluation's project survey did; this activity is included in the definition of college orientation activities.

[b]This is the number of organizations to which participants were referred, not the number of sessions or referrals.

Figure C.2—Percentages of participants receiving academic support services: 1998-99.
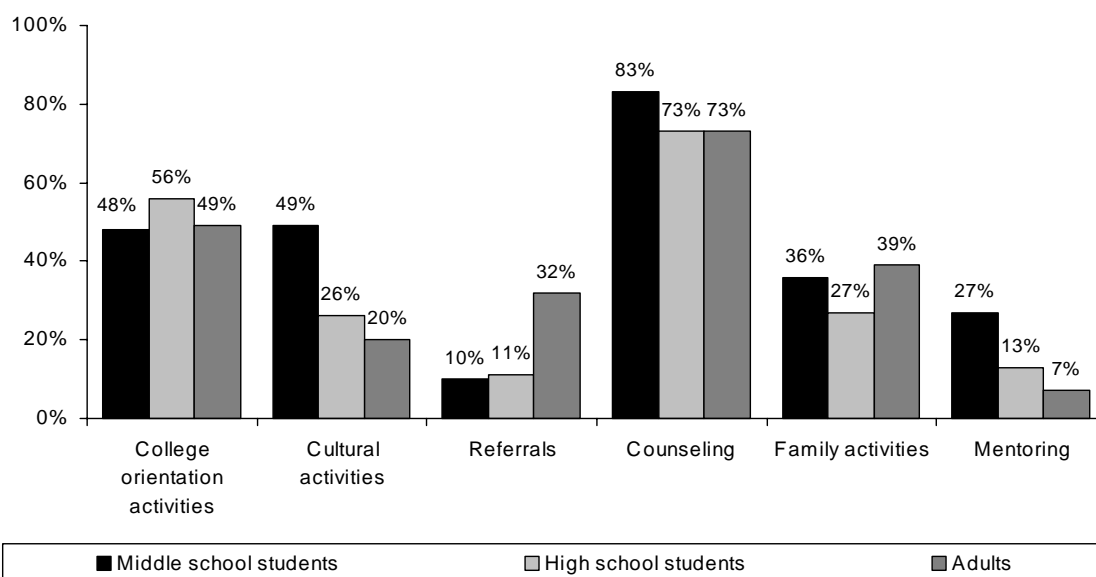
SOURCE: U.S. Department of Education, Office of Postsecondary Education, *A Profile of the Talent Search Program: 1998–99*, Washington, DC: May 2002.

REFERRALS

We conclude this section with a brief discussion of referrals, a means for Talent Search projects to assist people not by providing direct service but rather by pointing them to services provided by other organizations. The discussion is important for two reasons.

First, far more projects in the national evaluation's survey than in the APRs reported that they offered referrals for the same year (92 versus 68 percent, respectively). Although we cannot explain the discrepancy, one hypothesis holds that survey respondents were thinking about the referrals they give not only to participants but also to nonparticipants. For example, if an individual not enrolled in the program asked a project staff member about a particular service and the individual was not eligible for the program, the project did not provide that service, or the project could not accept any more participants, the staff member would likely refer the person to other service providers. Such referrals, however, would not be recorded in project records. In the APR, in contrast, projects report only services provided to a well-defined set of official program participants, not informal assistance given to nonparticipants. The other services mentioned in both our questionnaire and the APR, such as tutoring and mentoring, are not activities that would be provided informally to nonparticipants.

The second reason for discussing referral services separately from other personal and career development services is that we have additional related information. Specifically, the project survey asked about referrals to other TRIO programs (such as Student Support Services or Upward Bound). Nearly all projects (98 percent) reported that they made such referrals to some degree or another, including 26 percent that reported frequent referrals (see table C.3). Projects with different types of host institutions showed little variation in providing frequent referrals to other TRIO programs.

Table C.3—Referrals to other TRIO programs in the area					
		Host institution			
Percent of projects that provide referrals	**All projects**	**Public 4-year**	**Private 4-year**	**2-year**	**Community org.**
Frequently	26%	24%	26%	29%	23%
Regularly	45	53	28	46	42
Occasionally	27	22	44	22	30
Never	2	0	3	3	5

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

USE OF COMPUTER TECHNOLOGY IN PROJECT SERVICES AND COMMUNICATIONS

Talent Search projects are incorporating computer technology into their service plans to varying extents, as shown in table C.4. Results from the project survey showed that 71 percent of projects used computerized career guidance programs and that an equal percent offered assistance with the online version of FAFSA.[2] At the low end of the

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[2]In addition, 80 percent of projects checked "yes" when asked about "other computer-related activities/services," but we cannot be certain about the specific services or activities they had in mind and therefore excluded that survey item from this analysis.

distribution, one-third (33 percent) of projects communicated with participants by e-mail, and about one in 10 projects (11 percent) was engaged in interactive distance-learning activities.[3] Projects varied widely in terms of how many technology-related features they had at their disposal or used. About a quarter (24 percent) had or used six or more features, and about the same number of projects (24 percent) used two or fewer features; the mean was 4.1.

Table C.4—Projects' use of computer technology in services and communications					
		Host institution			
	All projects	**Public 4-year**	**Private 4-year**	**2-year**	**Community org.**
Percent of projects that had or made use of:					
Computerized career guidance programs	71%	71%	64%	81%	59%
Assistance with Internet-based FAFSA	71	69	54	77	76
College applications online	66	72	54	68	60
Assisted (computer) labs	61	61	68	61	58
E-mail communication with target school	45	50	41	50	33
Project Web page	43	53	38	36	41
E-mail communication with participants	33	40	21	38	24
Interactive distance-learning activities	11	10	10	15	3
Percent of projects that had or made use of:					
Seven or eight of the above	9	14	3	10	2
Six of the above	15	15	12	19	13
Five of the above	22	25	21	19	23
Four of the above	17	12	24	22	14
Three of the above	13	12	15	13	16
Two of the above	14	14	15	10	20
One or none of the above	10	10	12	9	13

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

In some cases, the percent using computer technology differed substantially between projects operated by different types of host institutions. For example, 81 percent of projects hosted by 2-year colleges used computerized career guidance programs

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[3]Appendix A includes a description of one project's distance-tutoring service.

compared with 59 percent of projects hosted by community organizations. Projects at public 4-year colleges were about twice as likely as those at private 4-year colleges to use e-mail to communicate with participants. Overall, however, there was no consistent pattern.

Although 28 percent of projects reported that use of technology was currently a high priority, 78 percent indicated that there was high likelihood that they would increase their emphasis on the use of technology if they had more resources. Whether or not projects secure more resources, it seems safe to assume that the use of computer technology in program services and communications will increase in the future. Our conversations with several project directors around the country led us to believe that the use of technology to serve participants was an issue of widespread interest. Accordingly, we devoted some of our case studies to focusing on this issue. It is one of three topics discussed in greater detail in appendix A.

SERVICES FOR PERSONS WITH DISABILITIES

About one in four Talent Search projects provided special services to participants with disabilities (table C.5). Although not shown in the table, there was almost no variation between projects operated by different types of host institutions in the provision of special services. The most common service provided by the projects was transportation (47 percent), followed by specialized instruction (46 percent) and assistive devices/educational technology (36 percent). Relatively few projects (19 percent) provided all three of these special services; the mean was 1.3. Our case studies did not explicitly explore services for persons with disabilities.

Table C.5—Services to participants with mental or physical disabilities	
Percent of projects providing special services	25%
Of all projects providing special services, percent providing:	
Transportation	47
Specialized instruction	46
Assistive devices/educational technology	36
Of all projects providing special services, percent providing:	
All three of the above	19
Two of the above	17
One of the above	41
None of the above[a]	23

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

[a]Many of these projects reported providing some other type of special service.