TRIO PROGRAMS SUSTAIN A 26.6 MILLION DOLLAR BUDGET CUT IN THE NATIONAL BUDGET

Federal TRIO Programs were unable to avoid a cut in the recent budget process in Washington, DC. The programs stand to lose 26.6 million dollars nationally that may translate into a 3.1% for each program this coming year and in the future. Often, money lost is not regained in individual programs. This cut is devastating when you consider many programs have not even had a cost of living raise for the past grant funding cycle. This latest cut will result in approximately 90,000 participants being lost from the programs this year alone, according to the Council for Opportunity in Education. Arnold Mitchem Executive Director of the Council for Opportunity in Education said that this is the worst funding problems that he as ever seen in Federal TRIO Programs.

http://www.coenet.us/ecm/AM/Template.cfm?Section=Home

TALENT SEARCH IS REFUNDED FOR FIVE YEARS!

Congratulations to the Talent Search program at WSU for another successful grant writing effort. The program has been refunded for another five year cycle so it can continue its excellent services to the eligible youth in Northern Utah.

U.S. Department of Education for refunding consideration. Funding is expected not to increase but to possibly be decreased by 3.1% for these programs with level funding for the final four years of the new 5 year funding cycles.

A FEW FACTS ABOUT THE WSU TRIO PROGRAMS AS A GROUP

◊ Over 1,000 low-income and first generation students are served along the Wasatch Front
◊ The overall Grant value of the programs is in excess of $1,000,000 a year. While the programs receive most of their money, WSU receives 8% of that amount for overhead costs.
◊ Several current TRIO staff have held leadership positions in state, regional and national TRIO organizations.
◊ This year the TRIO Programs at WSU organized a TRIO Day for TRIO Programs from around Utah to come to the WSU campus to highlight the work and success of TRIO. This was also a time to interact with one senator’s office and two congressmen’s offices who sent aides to attend the event.

DEVELOPING 20/20 VISION ON THE 2020 Degree Attainment Goal: The Threat of Income-Based Inequality in Education

The Pell Institute for the Study of Opportunity in Higher Education's report highlights that bachelor’s degree attainment for American students from families in the bottom half of the income distribution ranks nearly last among other OECD countries. You can go here to read the report: http://www.coenet.us/ecm/AM/Template.cfm?Section=Home&Template=/Templates/CouncilforOpportunityinEducation_1504_20060502T124331_LayoumePage.cfm
TRiO PROGRAMS AT A GLANCE

TRiO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. Over 850,000 low-income, first-generation students and students with disabilities — from sixth grade through college graduation — are served by more than 2,800 programs nationally. TRiO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention. TRiO programs provide direct support services for students, and relevant training for directors and staff.

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

Who Is Served
As mandated by Congress, two-thirds of the students served must come from families with incomes under $33,075, where neither parent graduated from college. More than 2,850 TRiO projects currently serve more than 830,000 low-income Americans. Many programs serve students in grades six through 12. Thirty-seven percent of TRiO students are Whites, 35% are African-Americans, 19% are Hispanics, 4% are Native Americans, 4% are Asian-Americans, and 1% are listed as "Other," including multiracial students. More than seven thousand students with disabilities and approximately 6,000 U.S. veterans are currently enrolled in the TRiO Programs as well.

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

Why Are TRiO Programs Important?

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

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

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

(ACSFA 2005)

More information can be found at [http://www.coenet.us/](http://www.coenet.us/)
Educational Opportunity Centers

Educational Opportunity Centers located throughout the country primarily serve displaced or underemployed workers from families with incomes under $33,075. These Centers help people to choose a college and a suitable financial aid program. There are 124 Educational Opportunity Centers in America serving 195,000 individuals. A study of EOC participants found that 57% of college-ready students were admitted to institutions of higher learning and 56% of EOC participants who had been college dropouts had re-enrolled.

Ronald E. McNair Postbaccalaureate Achievement

The Ronald E. McNair Postbaccalaureate Achievement program is designed to encourage low-income students and minority undergraduates to consider careers in college teaching as well as prepare for doctoral study. Students who participate in this program are provided with research opportunities and faculty mentors. This program was named in honor of the astronaut who died in the 1986 space-shuttle explosion. Currently, there are 201 projects, serving more than 5,400 students. Of the 1999 McNair-participant college graduates, 25-41% reported attending graduate schools and of those in their second year of graduate school, 91% were still enrolled.

Student Support Services (At Weber State University)

Student Support Services projects work to enable low-income students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling and remedial instruction. Students are now being served at 947 colleges and universities nationwide. On average, students enrolled in the program saw their GPA rise from a 2.3 in their freshman year to a 2.6 by their senior year. Similarly, 77% of those who started college in the 1998-1999 school year were in good academic standing and by their senior year, 88% were in good academic standing.

Talent Search (At Weber State University)

Talent Search projects serve young people in grades six through 12. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs. This early intervention program helps people from families with incomes under $33,075 (where neither parent graduated from college) to better understand their educational opportunities and options. More than 363,000 students are enrolled in 466 Talent Search TRIO projects. According to the more recent data collected by the Department of Education, 79% of Talent Search participants were admitted to postsecondary institutions.

Upward Bound (At Weber State University)

Upward Bound helps youth prepare for higher education. Participants receive instruction in literature, composition, mathematics, and science on college campuses after school, on Saturdays and during the summer. Currently, 964 projects are in operation throughout the United States. In 2005, 77.3% of all students who participated in Upward Bound programs immediately went to college in the fall following their high school graduations. This rate is even higher by persistence in the program: 91.2% of Upward Bound students who participated in the program for three years or longer and 93% who participated through high school graduation enrolled in a postsecondary program immediately following high school.

Upward Bound Math/Science

Upward Bound Math & Science helps students from low-income families to strengthen math and science skills. In addition, students learn computer technology as well as English, foreign language and study skills. Currently, 117 projects are serving students throughout the country. Overall, 86.5% of students who participated in Upward Bound Math/Science programs go directly to college after graduating from high school. Indeed, 70% of Upward Bound Math/Science programs have postsecondary enrollments of 80% or higher.

Veterans Upward Bound (At Weber State University)

The Veterans Upward Bound program provides intensive basic skills development and short-term remedial courses for military veterans to help them successfully transition to postsecondary education. Veterans learn how to secure support from available resources such as the Veterans Administration, veterans associations, and various state and local agencies that serve veterans.

More information can be found at http://www.coenet.us/
STUDENT
SUPPORT SERVICES

FILLING IN THE GAPS

I was unprepared for college; SSS gave me the support I needed to adjust to life as a student. Without their help, I may not have been able to deal with this on my own.

-One of Weber’s finest, 3.25 g.p.a., undergraduate researcher, low-income, first generation student

Participants of the Student Support Services program frequently express this sentiment. These students come from low-income families. Their parents don’t have bachelor’s degrees. Some of these students have disabilities. Students who fit those criteria face obstacles that many of us do not understand.

Richardson explains that first generation students frequently lack study skills as well as time management skills when they begin college. Additionally, these students experience greater difficulty learning the university system and administrative processes (i.e. registering for classes, meeting with advisors, choosing a major) than their peers. Students face these challenges due to the lack of college-going experience in their families (cited in Engle 33).

This is where Student Support Services comes in. Our staff fills in the gaps that our first generation students face. We offer information about registering for classes. We teach students time management skills. We also make contacts across campus and refer students to other departments whose expert staff can offer in-depth, specialized information. SSS acts as a home base for its students. SSS remains a support system for its participants until they graduate with a bachelor’s degree.

Richardson further explains that participation in programs designed specifically for at-risk populations can “scale down” the college experience. This provides first generation students with services by staff who are able to give the student more personal attention. These programs also help at-risk students to connect with other students who come from common backgrounds and have similar experiences (cited in Engle 33). First generation students coming into WSU encounter this personalized attention when they transition to college with the SmartStart Program, a learning community. SmartStart provides underrepresented students a bridge into SSS. Within that pipeline students get early support that will teach them the ins and outs of the academic environment.

From the transition of students into the SmartStart learning community to the extended services of the Student Support Services program, first generation, low-income students have the opportunity to level the playing field as they enter and succeed in their studies at WSU.


STAFF TURNOVER IN SSS

When Dorothy Hill recently accepted a position in the WSU Women’s Center, SSS began a search for a new Learning Skills Specialist. The committee has been diligently pouring over applications and, at this writing, interviews have been scheduled with several fine candidates. The program hopes to have a new person on board by late August or early September.

The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.

--Albert Einstein

I heard a definition of an intellectual, that I thought was very interesting: a man who takes more words than are necessary to tell more than he knows.

--Dwight D. Eisenhower

Peace cannot be kept by force; it can only be achieved by understanding.

--Albert Einstein
TALENT SEARCH

TODAY IN TRiO TALENT SEARCH

The biggest news in TRiO Talent Search this summer is our notification of continued funding. We are looking forward to another 5 years of serving eligible students grades 8 through 12 in the Ogden School District secondary schools.

This summer we are working with a cohort of 129 high school graduates. Our focus is on successfully transitioning these students into post-secondary education. Currently, 89% of our students have applied for admission to a college or university, and 78% of those students are planning on attending Weber State University. Also notable, 80% of these students have applied for scholarships and financial aid, and the amount of scholarship monies offered to our students is nearly $350,000. This number does not include Pell or student loan awards.

Meet the TRiO Talent Search Staff

Lindsay Beddes, TS Program Coordinator
Lindsay graduated from Weber State University with a Bachelors of Integrated Studies (BIS) in English, Art, and Recreation Programming in May of 2006. While attending Weber State, Lindsay worked for Ogden School District as a computer teacher at the Weber County Correctional Facility and as an ESL staff assistant. Lindsay has worked for TRiO since October of 2006. She is an active member of ASPIRE, an association for TRiO professionals, and served as the Utah ASPIRE secretary from October 2007 – October 2009. Lindsay is currently serving as the Utah ASPIRE state president.

Sheldon Cheshire, TS Academic Advisor at Ben Lomond High
Sheldon graduated from Weber State University in 2000 with a Bachelor’s Degree in Social Work and a minor in Family Studies. He then went on to obtain a teaching certificate with Mild/Moderate Special Education endorsement. In addition to his active teaching license, Sheldon has a Social Service Worker (SSW) license. He is currently working toward a Master of Education degree.

Roxana Luna, TS Academic Advisor, Ogden High
Roxana graduated from Weber State University with a Bachelor’s degree in Criminal Justice/Law and Justice and a minor in Psychology. She works at Ogden High as a Talent Search Advisor, and is pursuing a graduate degree through Westminster College in Salt Lake City. Roxy has a true passion for working with first-generation college students, as she is one herself.

Jill Schenck, TS Academic Advisor, Junior High Schools
Jill is the TS Advisor to the three junior high schools in Ogden District. Jill graduated from Weber State University in May 2009 with a Bachelor’s Degree in Psychology and a minor in Family Studies. Prior to accepting the position of Academic Advisor with TRiO Talent Search, Jill worked at Ben Lomond High School as an Achievement Gap Specialist.

Alex Pine, TS Data Specialist
Alex Pine is the newest member of our Talent Search team. Alex is currently attending Weber State University and is pursuing a Bachelor’s degree in Family Studies with a minor in Psychology.
UPWARD BOUND HIGHLIGHTS OF THE SUCCESSES IN THE UPWARD BOUND PROGRAM—2011

During the Upward Bound Residential Academic Summer Program of 2011, students participated in four service-learning projects. Service learning ties learning objectives to service objectives with the intent that the participant will acquire greater skills, values, and knowledge while the recipient benefits from the service provided. Students who have attended TRIO Leadership trainings led groups in planning, brainstorming, focusing, and implementing ideas and followed up with group centered evaluations of projects. Each project met a community need, was student centered, and engaged students in group discussions, decision making, and problem solving skills.

One service-learning group discovered that children living in Kenya do not have a free educational system. Internally displaced refugee children do not have the resources or the supplies necessary to enable them to carry school supplies while they travel great distances to attend make-shift schools. Upward Bound students collected over 200 bags, backpacks, and carrying cases which were presented to the WSU Stand program for delivery to the MaRaFiki International Schools project located in Kenya. Former Upward Bound student, Zach Stickney, will be taking delivering these bags to students personally when he returns to Kenya this fall to volunteer once again with the MaRaFiki Schools project.

A second service learning group worked with the George E. Wahlen Veterans Home providing handmade flowers and cards to the residents in the Alzheimer’s unit and other wings. Further visits are planned to increase communication between the generations and to provide companionship to an aging and beloved generation of American heroes.

A third group of Upward Bound students met with Ogden Regional Hospital and found that the auxiliary had a desperate need for children’s books. Through a concentrated community involved effort, they gathered over 400 novels, story books, fables, and coloring and activity books which were donated to the hospital auxiliary.

The fourth service learning project group contacted Primary Children’s Hospital. They were informed that although donations are easy to come by during the holidays, at other times of the year, children’s supplies are limited or non-existent. Primary Children’s Hospital requested art supplies for children who are long-term patients and for the families of those children. This Upward Bound service-learning group compiled donations and fund-raised in order to acquire new art supplies for Primary Children’s Hospital. Kits were delivered at the end of the summer program.

STAFF HIGHLIGHTS

Weber State University Upward Bound welcomes our new Math/Science/Technology Specialist, Kassidy Symonds. Kassidy recently graduated from Weber State University and with a baptism of fire, Kassidy joined Upward Bound just as our summer program began. Kassidy brings a freshness and a new outlook to Upward Bound that is both refreshing and greatly appreciated.

CONTINUATION FUNDING LETTER RECEIVED FOR 2011 - 2012

Upward Bound recently received its continuation notification that the program is funded for another year. At the end of this year the program will be up for a new grant award that should cover another five years of service to the high school students in our area.
VETERANS
UPWARD BOUND

VUB AWARDS BANQUET

In May 2011 Veterans Upward Bound held its annual Awards Banquet to celebrate the successes of our participants and to encourage our newer students to stay the course. Perhaps the highlight of the night, other than door prizes, was the announcement of two scholarship winners from the Utah VA. Here are a few pictures of the event.

(Kim Wixon, Howard Davis, Yulia Goff)

We created a new annual award this year to recognize one participant who has overcome the most diversity and barriers in pursuit of a better education.

(Yulia Goff, Lorenzo Tuero)

(Richard Griffin, Tyler Baranowsky, Tim Jones)

TEN YEAR SUCCESS REPORT

Looking back over a 10 year period the following information is offered to display a small snapshot of the Veterans Upward Bound program at Weber State University.

⇒ 65% of the participants were both low-income AND first generation students.
⇒ 12% were low-income only
⇒ 23% were the first in their family to potentially achieve a baccalaureate degree (first to attend post-

secondary school).
⇒ 12% of the participants were female and 88% were male.
⇒ 74% were white
⇒ 10% were Hispanic
⇒ 7% Black/African American
⇒ 5% were American Indian/Alaskan Native
⇒ 3% were Asian
⇒ 1% were Hawaiian or Pacific Islander
⇒ 48% of the participants had a documented disability
⇒ 53% were unemployed
⇒ 22% were employed full-time
⇒ 21% were employed part-time
⇒ 4% were retired
⇒ Of the participants who took the pre– AND post-test, 94% showed academic improvement.
⇒ 38% of our participants go to Weber State University and the others go to various other schools.

20+ YEARS TUTORING AND TEACHING FOR VETERANS UPWARD BOUND

On August 1, 2011, Jim “Shep” Shepherd announced he was beginning his 21st year of teaching and tutoring Veterans through the VUB program at WSU. Shep has a skill in teaching veterans math that empowers their ability to learn without feeling “dumb or ignorant” during the process and our participants appreciate Shep for this ability.

We are proud of Shep meeting this milestone and we hope he can continue to do what he loves for several years to come.
NUMBER OF STUDENTS SERVED NATIONALLY IN TRiO PROGRAMS

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Educational Opportunity Centers</th>
<th>McNair</th>
<th>Student Support Services</th>
<th>Talent Search</th>
<th>Upward Bound (all: Classic, Math/Science, Veterans Upward Bound)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009*</td>
<td>194,795</td>
<td>5,067</td>
<td>198,940</td>
<td>363,300</td>
<td>76,489</td>
<td>838,591</td>
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⇒ 2009 student numbers are based on the data from FY2008.

STATE AND OTHER PROFESSIONAL ORGANIZATIONS FOR TRiO PROGRAMS

The TRiO Organizations in UTAH is called UTAH ASPIRE. Through the leadership of Lindsay Beddes (Talent Search Coordinator) who is the current President, the organization has a vastly improved web site. If you would like to see the information contained there, go to http://www.aspireut.org

You can also look at the regional ASPIRE web site at http://www.aspireonline.org/

The national Veterans Upward Bound organization called NAVUB can be found by directing your browser to http://www.navub.org/

Why don’t somebody print the truth about our present economic condition? We spent years of wild buying on credit, everything under the sun, whether we needed it or not, and now we are having to pay for it, howling like a pet coon. This would be a great world to dance in if we didn’t have to pay the fiddler.

--Will Rogers

I just got out of the hospital after a speed reading accident. I hit a bookmark.

--Steven Wright