



WICHITA STATE
UNIVERSITY

2016 - 2017 Annual Report TRIO Talent Search



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Message from the Director: Larry Ramos



It is with great pride and honor that this edition of the TRIO Talent Search annual report is made public to the university and school partners. The 2016-2017 grant year was successful for the program and, most importantly, for the students who utilize the program's services.

One of the year's highlights was the Middle School Summer Enrichment Program (SEP). The program focused its efforts on recruiting, identifying and selecting 25 students for the SEP. Eighth grade and rising ninth grade students were targeted.

In past years, sixth and seventh grade students were able to participate in the SEP and teaching consultants were hired to give class instruction. However, due to a reduction in funding, resulting in a limited number of students who could participate in SEP, the staff agreed that creating a summer experience specifically designed to prepare students for high school would likely produce the most effective results possible.

Talent Search staff taught the courses and the summer program was extended to seven weeks. These two major adjustments proved to be worthwhile for the students and staff. Another addition to SEP was the implementation of an afterschool tutoring program designed for students who scored less than 60 percent on the pretest administered on the first day of the SEP. The afterschool tutoring program was initiated in response to the program's efforts to address the competitive preference priorities established by the U.S. Department of Education.

As many as 10 students received this valuable service each day reviewing math and language arts concepts. According to post-test scores administered on the last day of the SEP, the students who received afterschool tutoring improved their math and language arts at higher percentages than students who did not participate in the service. The SEP exceeded staff expectations.

Over the summer months, Program Educational Advisors Tahmina Rahman, Myron Richard, and Miguel Sabas worked with graduates on their postsecondary plans. After meeting in person with each student to assess their progress in securing financial aid, housing, orientation, registration, and other details necessary for successful entry into postsecondary education, the advisors remained in contact with students through intensive coaching.

Via text messaging, emails, phone calls and social media, the advisors coached students on the details to enter postsecondary education. These advising measures contributed to the program reaching its objective for postsecondary

entry. Intensive coaching was implemented in response to the U.S. Department of Education's competitive preference priority.

Unfortunately, Tahmina Rahman moved to Washington, DC to begin the next chapter in her life. Her departure left a huge void and she will be missed. The Talent Search staff wishes her well and thanks her for her outstanding work!

Commendably, program staff did an amazing job this past year. Through their efforts, students were provided numerous and engaging opportunities to further their knowledge of higher education and becoming better students.

Other highlights for the year included the program being moved from the Division of Student Affairs to the newly formed Division of Diversity and Community Engagement.

Under the direction of Vice President Marche Fleming-Randle, PhD the program is positioned to further the university's goal for enhancing diversity. Deltha Q. Colvin, associate vice president for nontraditional students, provides critical administrative and technical support. Her leadership is unwavering and essential for the program's success.

Collaboration and support from the USD 259 school administrators, teachers, and counselors is critical in paving the way for program staff to provide the services that low income and potential first generation college students need.

Larry Ramos
Director

Program Description

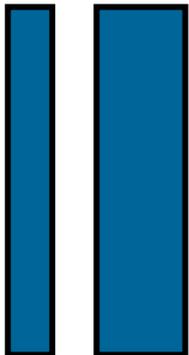
TRIO Talent Search is the TRIO program created under the Higher Education Act of 1965. Other TRIO programs at Wichita State University include Communication Upward Bound, Disability Support Services, Educational Opportunity Centers, McNair Scholars Program, Student Support Services, Upward Bound Math-Science, Upward Bound Wichita Prep and Veterans Upward Bound.

For the 2016-2017 academic year, Talent Search was awarded funding in the amount of \$559,200 from the U.S. Department of Education. This grant supports the Middle School Summer Enrichment Program, campus visits during the academic year, workshops on financial literacy and ACT preparation, and services provided during the After School Tutoring Program. In addition, the Kansas Department of Education awarded the program a grant in the amount of \$1,175.47 for a summer food service program, which provided a nutritious breakfast to students attending the Summer Enrichment Program.

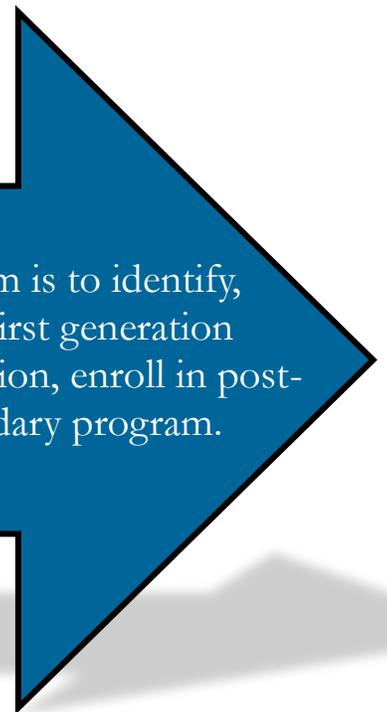
The program is housed on the Wichita State main campus. The program employs a full-time director, associate director/statistician, middle school director, three program educational advisors, a senior administrative assistant as well as part-time tutors and student assistants. While most of the grant funds were allocated to services provided to students, funds were included for allowable professional staff development, equipment, supplies and other operating expenditures to enable the program to serve students at a high level.



Mission Statement



The mission of the TRIO Talent Search program is to identify, encourage and assist low-income and potential first generation college students to complete a secondary education, enroll in post-secondary education, and complete a postsecondary program.



Program Goals and Objectives

Program Goals and Objectives

As of 2016, the program must respond to the mandatory program objectives developed by the U.S. Department of Education.

Secondary School Persistence:

Ninety-five percent of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

The program achieved 99 percent

Secondary School Graduation:

Eighty percent of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

The program achieved 99 percent

Secondary School Graduation: (Rigorous Secondary School Program of Study)

Twenty-five percent of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

The program achieved 25 percent

Postsecondary Enrollment:

Sixty-five percent of participants, who graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g. spring term).

The program achieved 67 percent

Postsecondary Education Enrollment:

Forty-five percent of participants served during the project year, which enrolled in an institution of higher education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment will, complete a program of postsecondary education within six years.

The program is required to report on this objective in 2017-2018.

Please note the following definition:

Enrolled – a participant who has completed the registration requirements (except for the payment of tuition and fees) at the institution that he or she is attending.

Services and Activities

To ensure students achieved their educational goals, the program offered a wide array of services and activities during the grant year to meet their needs. The following provides a brief overview of the services and activities provided by the program.

Academic advising, assistance in pre-college and rigorous course planning and college course selection

Program counselors advised students on rigorous pre-college curriculum to ensure postsecondary eligibility.

A month-long summer program on high school preparation assisted eighth grade students in making a successful transition from middle school to high school. Graduating seniors were advised of college course offerings and possible majors. Juniors and seniors were advised on the procedures to take classes for college credit while still in high school.

Assistance in completing college admission applications and financial aid forms

Students received technical assistance in completing college admission applications and financial aid forms.

A computer lab was available for program students to complete online applications and to complete the FAFSA. Program counselors reviewed applications and students were advised of admission application fee waivers and grants for TRIO participants available at many colleges and universities. Workshops were offered throughout the year providing students information on financial literacy, scholarships and other related topics. The program collaborated with Kansas Kids at GEAR UP to hold a half day-long financial aid workshop called FAFSA Finish Line. The program also participated in the Wichita Area Technical College (WATC) Signing Day Scholarship Giveaway where graduating high school seniors intending to pursue a career and technical education (CTE) at the college level are eligible for \$500 to \$1000 scholarships.



WATC Signing Day Scholarship Giveaway

Assistance in preparing for college entrance examinations

Program counselors advised students on preparing for the ACT and SAT exams. The program's computer lab and After School Tutoring Program/College Resource Library houses study guides and practice test materials. Counselors advised students on test taking strategies, good study habits, what to expect on exam day, and other topics in order to help prepare students for exams. ACT and SAT registration fee waivers were provided to students who met limited income guidelines. Students were administered the ACT ENGAGE to help assess students' self-reported psychosocial attributes, determine their levels of academic risk, and identify potential interventions. Counselors reviewed the survey results with students to help them achieve success. The program collaborated with the WSU Counseling and Testing Center to register numerous students for ACT test preparation workshops held throughout the year.

Mentoring and career counseling

Students met with program staff for mentoring relationships after school. Students could talk about any concerns they had regarding school, home life, or express their ideas for future goals. Workshops were conducted in middle schools, high schools and community agencies on career and educational opportunities.

Tutorial services and Summer Enrichment Program (SEP) for middle school students

Tutoring and homework assistance was provided to program students. The program maintained a staff of four tutors for math and other subjects. During the summer, program staff instructed 25 students who were selected for the program's Summer Enrichment Program (SEP) held on the WSU campus. Students attended classes for math, language arts, theatre arts, financial literacy/life skills and computer science. Students took the ACT ENGAGE survey during SEP and discussed results with program counselors to form future study plans. Students attended educational field trips and campus visits while motivational speakers challenged students. At the end of the summer program, students participated in a talent showcase and awards and recognition ceremony.

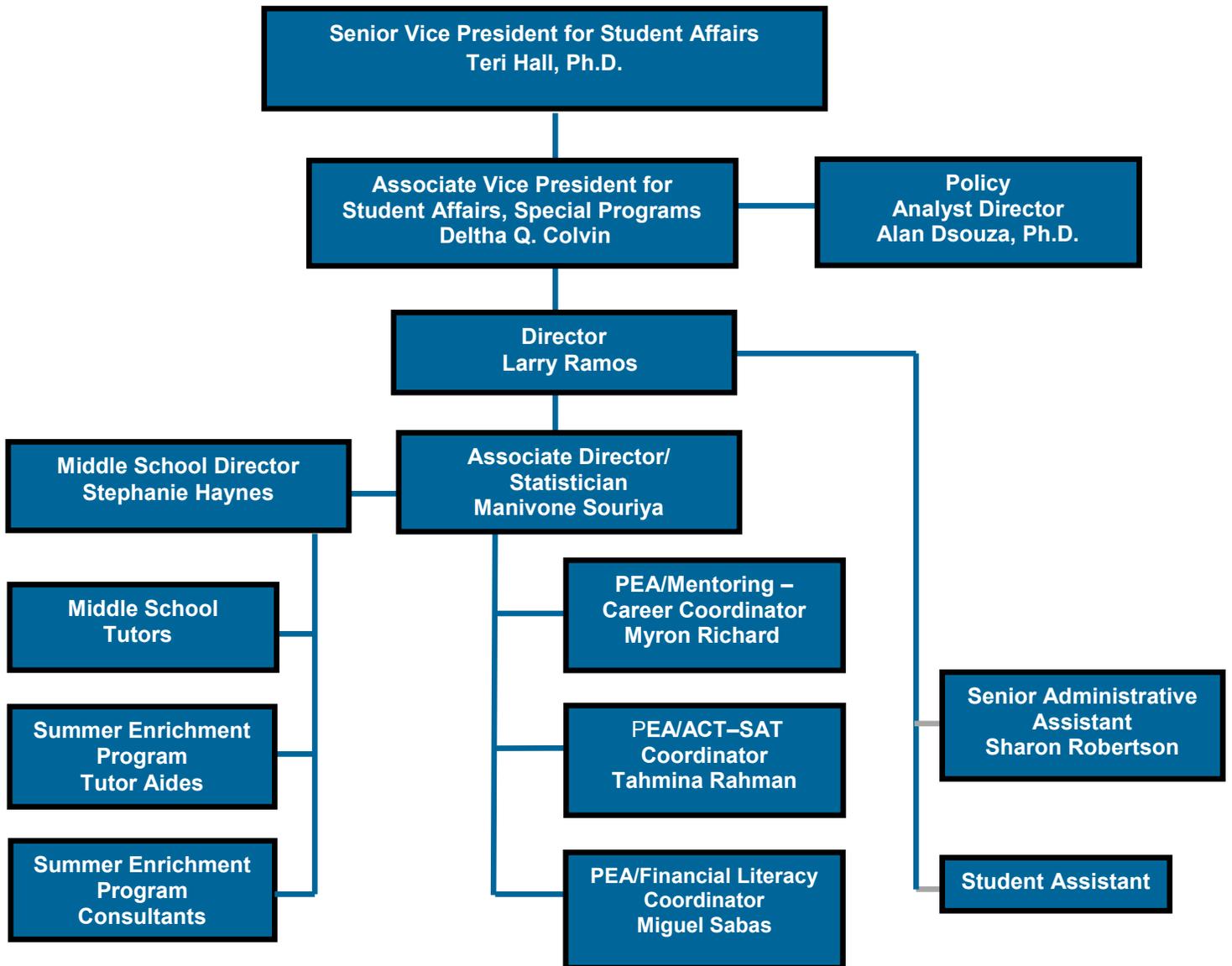
Guidance on secondary school re-entry or entry to other programs leading to a secondary school diploma or its equivalent

Program counselors offered advice to students who had dropped out of high school to re-enter school or enroll in an alternative education program. The purpose of this support was to assist students in receiving their high school diplomas, high school equivalency, or GED so that they could become eligible to apply to postsecondary institutions.

Campus visits

Students had the opportunity to go on campus visits throughout the year to learn about admissions, financial aid, housing options, majors and other college-related matters. The program took students to in-state and out-of-state postsecondary institutions.

Organizational Chart



Program Staff



L to R, Back Row: Larry Ramos, Myron Richard, and Miguel Sabas.
Front Row: Tahmina Rahman, Sharon Robertson, Mani Souriya, and Stephanie Haynes.

Year at a Glance

Talent Search participates in various educational and cultural activities. The timeline highlights some of the year's activities.

SEPTEMBER



College
Jump Start

OCTOBER



KASFAA Financial Aid
Workshop at WSU

NOVEMBER



Expanding Your Horizons
Workshop

DECEMBER



Butler CCC
Campus Visit

JANUARY



West High
Career Workshop

FEBRUARY



National
TRIO Day

MARCH



**Mentoring
Collaboration**

APRIL



**MKN
Conference**

MAY



**After School
Tutoring Program**

JUNE



**Summer Food
Service Program**

JULY



**Summer Enrichment Program:
Theatre Arts Class**

AUGUST



**Monthly
Staff Meeting**

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- ⇒ A Movie in Pictures

This CD features an audio introduction



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