



WICHITA STATE
UNIVERSITY

TRIO PROGRAMS

Educational Talent Search

— *Project Discovery*

2008-2009

Annual Report



BLUEPRINT FOR A LIFETIME OF SUCCESS

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Message from the Director



It's hard to believe another grant year is completed. Yet, here it is—entering the fourth year of a four-year grant cycle. The 2008-2009 year can best be described as transitional. Staff additions, the acquisition of new grant funding, university administrative changes and the legislative process in Washington D.C. kept the staff mindful of the big picture.

Tia Owens and **Ryan Seme** joined the staff in the spring and brought new energy and fresh ideas to the program. Owens, a TRIO alum, worked for Kansas Kids @ GEAR UP and more recently fulfilled an emergency position role for the program. Seme's background in financial advising filled a role that **Earl Vore** had headed for the program during his tenure in the southeast Kansas area office for the past 15 years. Vore retired at the end of the year paving the way for Seme to assume this important position. The program was fortunate to have found both staff members.

One of the main highlights of the year was receiving a College Access Competiveness Grant from the Kansas Board of Regents to support the Middle School Summer Enrichment Program (SEP). The grant allowed the program to increase the number of students selected for the SEP by 50 percent; hire certified teachers from USD 259; expand the tutorial staff; provide a series of test preparation workshops; expand the scope and number of activities for SEP participants; secure campus facilities and resources to conduct SEP activities; and lengthen the SEP by two weeks. All of this had to be done within a short time frame and was successfully spearheaded by Middle School Director **Stephanie Haynes**.

Former Vice President for Campus Life and University Relations **Ron Kopita** retired at the end of July. His leadership and unwavering support of the program and TRIO, in general, will be sorely missed. The staff looks forward to working with his successor, **Wade Robinson** for years to come. Assistant Vice President of Campus Life **Deltha Q. Colvin** helped make for a seamless transition and fully briefed the new vice president on the WSU TRIO programs upon his arrival to the campus.

Finally, throughout the year, the staff kept a watchful eye on the reauthorization of the Higher Education Opportunity Act. This legislation was passed in July by Congress and will impact the program for years to come. The HEOA extends the program's grant from four to five years; creates an appeals process for the program if it submits an unsuccessful TRIO grant application; ensures that any future evaluation of the program will protect the integrity of students and the institution; allows the program to target student populations with particular needs, such as students with limited English proficiency, disabled students, homeless and foster youth, and disconnected youth. Exactly how this will affect the program may not be fully known until after the New Year arrives.

Sincerely,

Larry Ramos

Program Description and Mission Statement

TRIO Talent Search/Project Discovery is one of the TRIO programs created under the Higher Education Act of 1965. Other TRIO programs at Wichita State University include Upward Bound

The mission of TRIO Talent Search/Project Discovery program is to identify, encourage and assist low-income and potential first generation college students to complete a secondary education and pursue postsecondary education.

Wichita Prep, Upward Bound Math Science, Communication Upward Bound, Veterans Upward Bound, Educational Opportunity Centers, Student Support Services, Disability Support Services and the McNair Scholars Program.

The program received funding in 2008-2009 in the amount of \$513,873 from the U.S. Department of Education. A grant in the amount of \$1,629 was received from the Kansas State Department of Education for a summer food program. Another grant totaling \$55,775 was received from the Kansas Board of Regents to support the Middle School Summer Enrichment Program.

The program maintains two offices; a field office in Parsons and the main office in Wichita. The program employs a full-time director, assistant director, middle school director, educational development assistants, senior

administrative assistant, administrative assistant, tutors and student assistants. While most of the grant funds are allocated to services provided to students, funds are included for professional staff development, equipment, supplies and other operating expenditures.

Services were provided to 1,587 participants at a cost of \$324 per participant. Participants were mostly from low-income families and who were potential first generation college students (families where neither parent has received a four-year college degree). Over 100 middle school students received tutorial services and 75 students were selected for the Middle School Summer Enrichment Program.

Other highlights include:

- 815 of the project students were promoted in middle school and/or high school
- 276 of the project participants received a high school diploma or equivalency
- 88 percent of the project seniors received technical assistance in completing college admissions applications
- 90 percent of the project seniors received technical assistance in completing student financial aid forms
- 82 percent of the project seniors were enrolled in postsecondary education in the fall term

Program Goals and Objectives

In 2006, the program was given the option of using the approved goals and objectives as stated in the grant proposal or adopting the Mandatory Program Objectives developed by the U.S. Department of Education. The program opted to respond to the new objectives and identify percentages based on the approved grant.

Secondary School Promotion:

Ninety percent of non-senior secondary school participants served during each budget period will be promoted to the next grade level at the end of the each academic school year. **The program achieved 99 percent.**

Secondary School Graduation:

Ninety percent of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each budget period. **The program achieved 98 percent.**

Student Financial Aid:

Eighty percent of “college ready” project participants will apply for financial aid during each budget period. **The program achieved 90 percent.**

Postsecondary Education Admissions:

Eighty percent of “college ready” project participants will apply for postsecondary school admission during each budget period. **The program achieved 88 percent.**

Postsecondary Education Enrollment:

Seventy-five percent of “college ready” participants will enroll in a program of postsecondary education during each budget

period (or during the next fall term). **The program achieved 82 percent.**

Please note the following definitions:

College Ready – a participant who: 1) is a high school senior; 2) is enrolled in an alternative education program whose academic level is equivalent to a high school senior; 3) is a high school graduate; or 4) had obtained a high school equivalency certificate.

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' success, the program offers a wide array of services and activities to meet the needs of participants. The following provides a brief overview of the services and activities provided by the program.

• ***Academic advice, assistance in pre-college course planning and college course selection***

Counselors advise students on the KBOR pre-college curriculum to ensure completion of a rigorous program of study increasing their chances for postsecondary eligibility. The Middle School Summer Enrichment Program, referred to as the SEP, assists eighth grade students in making a successful transition from middle school to high school. Graduating seniors are advised on college course offerings and possible majors. Juniors and seniors are 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 receive technical assistance in completing college admission applications and financial aid forms. Counselors encourage and assist students in utilizing online applications. A computer lab is available for students to complete online applications and to complete the FAFSA. Counselors review applications and students are assisted to secure admission application fee waivers offered by many colleges and universities.

• ***Assistance in preparing for college entrance examinations***

Program staff advises students on preparing for the ACT and SAT exams. The program's resource library houses study guides and practice test materials. ACT preparation software is also available for student use. The educational development assistant/ACT

coordinator conducts workshops throughout the year for schools and community agencies. ACT registration fee waivers are provided to students who meet low income guidelines.

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

Counselors assist students who have dropped out of high school to re-enter school or enroll in an alternative education program. The purpose of this support is to assist students in receiving their high school diploma or high school equivalency so that they may be eligible to apply to postsecondary institutions.

• ***Mentoring and career counseling***

Students have been paired with program staff or other professionals for mentoring relationships. Students shadow staff members during the academic year and are exposed to the day-to-day responsibilities of TRIO personnel. The program's educational development assistant/mentoring coordinator arranges for students to participate in these activities. In addition, the educational development assistant/career coordinator conducts workshops in high schools and community agencies on career and educational opportunities.

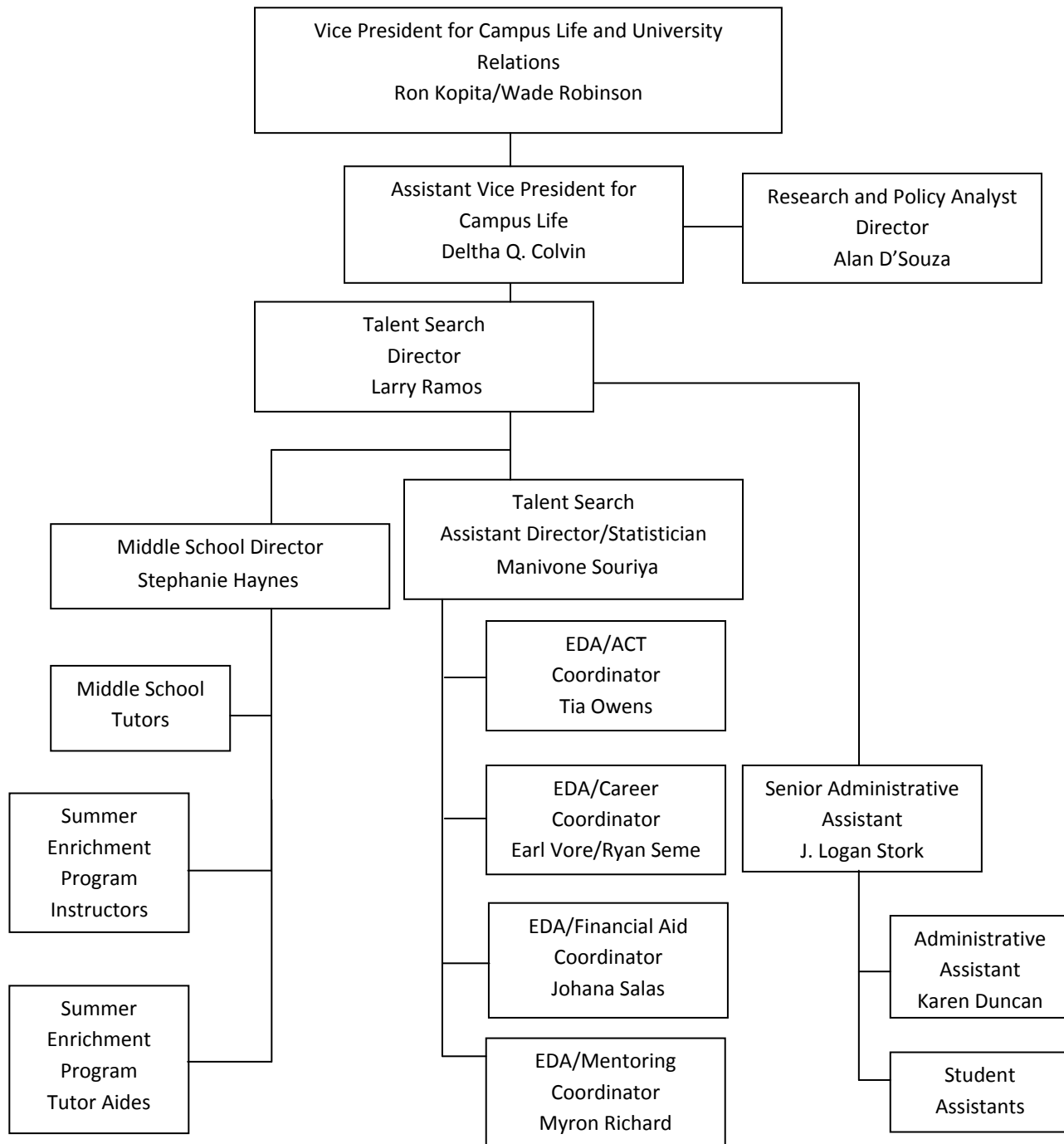
• ***Tutorial services***

Tutoring is provided to students attending USD 259 middle schools. The program maintains a staff of 3-4 tutors who go into the schools to supplement learning in math, language arts and other subjects. The Homework Assistance Program is held Monday – Thursday during the school year. The HAP is made possible through a collaboration between TRIO pre-college programs at WSU. Students bring homework and receive assistance in the completion of assignments, preparing for tests and increasing their academic skills.

- ***Summer school enrichment program for middle school students***

During the months of June and July up to 75 students are selected for the program's Middle School Summer Enrichment Program. The SEP is held on the WSU campus and students attend classes for math, language arts, life skills, Spanish and computer technology. The middle school director organizes tutorial and SEP activities.

Organizational Chart for TRIO Talent Search/Project Discovery



Program Staff



Larry Ramos, Director

Manivone Souriya, Assistant Director/Statistician

Stephanie Haynes, Middle School Director

Tia Owens, Educational Development Assistant/ACT Coordinator

Myron Richard, Educational Development Assistant/Mentoring Coordinator

Johana Salas, Educational Development Assistant/Financial Aid Coordinator

Earl Vore/Ryan Seme, Educational Development Assistant/Career Coordinator

J. Logan Stork, Senior Administrative Assistant

Karen Duncan, Administrative Assistant

www.wichita.edu/talentsearch



Professional Development

Access Level II Training

Aug. 26 and Sept. 9, 2008

Stephanie Haynes, Tia Owens, Johana Salas and Manivone Souriya attended a two day Access Level II training course taught by **Connie Barnes** of New Horizons Computer Learning Center in Wichita, KS.

This course provided training on some of the more specialized and advanced capabilities of Microsoft Office Access like structuring existing data, writing advanced queries, simplifying tasks with macros, effectively using forms and utilizing reports.

Staff learned how to analyze tables by identifying the first normal form, second normal form and third normal form by using the Table Analyzer Wizard. The wizard is designed to restructure existing data. It also has the ability to create a junction table to minimize redundant data. Staff explored writing advanced queries, analyzing and summarizing data by creating subqueries, duplicating queries, and creating pivot tables and pivot charts. Staff learned how to simplify tasks by creating macros, how to create a macro that opened a form from an existing form, attach a macro to a form, create a macro that makes data entry mandatory to ensure data validation, and create a macro that inputs data automatically when a predefined condition is fulfilled.

Overall, staff felt satisfied with the course because it provided advanced and comprehensive instructions for using Access. Staff was able to create a simple, functional database. In particular, Souriya was excited to utilize the tools learned during the training course to modify, restructure and maintain the existing database in order to make it more effective to the program.

Council for Opportunity in Education 27th Annual Conference

Sept. 17-20, 2008

Stephanie Haynes attended the Council for Opportunity in Education (COE) 27th Annual Conference held in Washington, D.C. The conference began on Wednesday, Sept. 17, with registration and vendor exhibits. A newcomer's reception and an opening plenary session with **Chris Matthews**, host of "Hardball," MSNBC, was held later that evening.

On Thursday, Sept. 18, the President of the Council for Opportunity in Education **Arnold Mitchem** opened the plenary session. Mitchem advised attendees of the five year grant for all TRIO programs and was excited that on Aug. 14, 2008 President Bush signed and made changes to the Higher Education Act, which was the ninth ratification to the bill since enacted in 1965. He encouraged TRIO professionals to continue to provide excellent service to underrepresented populations.

After the plenary session, concurrent sessions were held throughout the day. Haynes attended the following sessions: "Budgeting Without Fear: A Guide to Successful Fiscal Management," "Using Student Access to Simplify Student Tracking and Annual Reporting" and "The Sandwich Generation: Balancing Competing Responsibilities and Pressures."

In "Budgeting without Fear: A Guide to Successful Fiscal Management," presented by **Daniel Connell, Lucy Jones** and **Karen Texeira**, program director's fiscal responsibilities were outlined. Those responsibilities include:

1. Managing the project according to the approved statement of work and agency conditions.
2. Writing and submitting progress reports as scheduled.
3. Supervising expenditures in conformity with the approved budget.

4. Completing personnel time and attendance reports as required by the institution.
5. Obtaining advice when needed.
6. Reviewing and validating reports generated by the institution's accounting office.
7. Keeping an accurate paper trail.
8. Being prepared for any records request.

The session also provided advice on internal controls, how an audit works and understanding the Education Department General Administrative Regulations.

The session, "Using Student Access to Simplify Student Tracking and Annual Reporting," presented by **Tony Golobic** with Heiberg Consulting, Inc., consisted of a demonstration of a special database program. Haynes was hoping this session would provide a better way to track students using Microsoft Access since that is the software that the program currently utilizes for its' database.

"The Sandwich Generation: Balancing Competing Responsibilities and Pressure," the final session of the day, was presented by **Dywane Hall** and **Lori Strauss**. Haynes learned that "baby-boomers" and "generation x'ers" are facing challenging responsibilities such as caring for aging parents. This session provided strategies to develop a strong retirement plan. It was suggested that one way to plan for retirement is to increase financial investment amounts despite the current economic condition and secondly, to take risks when investing.

On Friday, Sept. 19, the conference began with the plenary session, "America's Declining Competitiveness: What That Means for Business, Government and Society," presented by **Robert Corcoran**, president, GE Foundation, and Member of the U.S. House of Representatives **Robert Scott**. Corcoran indicated that GE Foundation gives \$150 million

to educational programs like TRIO to help students at risk.

Haynes attended the following concurrent sessions throughout the day: "How to be an Effective Leader," "Motivating and Inspiring African-American Males to Achieve" and "The Next Generation of American Scientists: Will They Reflect the Full Diversity of American Life?"

Executive Director of TRIO Programs **Ronnie Gross** suggested ten key elements to becoming an effective leader:

1. Honesty—leaders who have difficulty relating the whole truth about matters lead to mistrust by employees and may result in loss of confidence and respect.
2. Teamwork—enlist the support and assistance of all those who make the project work.
3. Visionary/Foresight—people expect a leader to have an idea and an image of the future.
4. Leaders cannot command commitment (they can only inspire). Employees must believe that their leader can clearly relate and understand their needs and have those needs and interests in mind.
5. Competence—the follower must be assured that the leader is capable, effective and can get things done.
6. Listening—the leader must have the ability and willingness to listen.
7. The ability to encourage and motivate.
8. Modeling—leaders gain respect by being a good model.
9. Respect is something that is earned by behavior (practice what is preached).
10. Surround oneself with great people.

The next session, "Motivating and Inspiring African-American Males to Achieve" was presented by **Brenda S. Clay** and **Will Johnson** and focused on how to encourage African-American males to succeed. A variety of alarming statistics were provided. Haynes learned that 67 percent of African-American

children are born out of wedlock, 69 percent cannot read at grade level in the fourth grade compared with 29 percent of Caucasian children, only seven percent of African-American eighth-graders perform at grade level, 32 percent of all suspended students are African-American (mostly males) and only 45 percent of African-American men graduate from high school. Additionally, African-Americans account for only 12 percent of the U.S. population, but 44 percent of the prisoners. In 2003, over 11,172 African-American children and teenagers died from gunfire. Educators, mentors and community leaders must continue to encourage African-American males to want to succeed despite these alarming statistics.

“The Next Generation of American Scientists: Will They Reflect the Full Diversity of American Life?” was presented by **Uri Treisman**, executive director, the Charles A. Dana Center, University of Texas. Haynes learned that there is a national shortage of women in the science, technology, engineering and math fields. Currently, 80 percent of engineering and 60 percent of physical science bachelor degrees in the U.S. were awarded to men. In 1995, women represented 51 percent of the U.S. population and 46 percent of the nation’s labor force, but constituted only 22 percent of the science and engineering workforce.

On Saturday, Sept. 20, the conference ended with a closing plenary session and awards banquet. **Jamie P. Merisotis**, president and CEO of the Lumina Foundation for Education, **Jose Martinez-Saldana**, chair of the Council Board, and **David Megquier**, chair-elect, were the panelists. They offered support and encouragement to TRIO professionals.

Overall, Haynes felt that the conference was extraordinary and she was elated that she was able to attend. The presenters were prepared and knowledgeable and the sessions were diverse and informative.

Time Entry Policies and Procedures Training Sept. 24, 2008

J. Logan Stork attended the Time Entry Policies and Procedures training, conducted by **Sue Cook**, administrative specialist, Office of Human Resources. This training was structured for university employees who have timekeeping responsibilities.

Cook provided a brief overview of the most common timekeeping terms. The differences between unclassified versus classified, benefits eligible versus non-benefits eligible and exempt versus non-exempt were discussed. Additionally, Cook detailed the general responsibilities of timekeepers. The importance of data accuracy and good record keeping were highlighted.

Cook informed the trainees that the information presented during this training session was also available online through the human resources Web site. The Timekeeping Policies and Procedures Training handbook was distributed to all participants for future reference.

Self Service Finance Training Sept. 25, 2008

J. Logan Stork attended Self Service Finance, part of the university’s WIN training and workshop series. This training session was conducted by **Becky North**, WIN user support and training coordinator, and was developed for employees who will have access to financial reports and who play a role in the budgeting portion of their department.

North began the training session with important login information as well as an overview of the various ways to access financial reports online. North had the trainees follow along on their lab computer as she detailed what each organizational report was used for as well as the navigational functions used to get to each report. Although not every report will be used

by Stork on a regular basis, she found it helpful to have general knowledge of their contents and functions. The Self Service Learning Guide was distributed for future reference.

Coaching the VAN Driver II Training

Sept. 25, 2008

Johana Salas and J. Logan Stork attended the Coaching the VAN Driver II training, held by university Police Sergeant **Gary Bequette**. After completing a self-appraisal pre-test, attendees watched a series of videos about van driving safety, completed written exercises and discussed safety issues. Blind spots, weight, center of gravity and vehicle size were highlighted. Safe driving tips included advice on how to prevent collisions by scanning all sides of the vehicle, reducing speed and increasing following distance.

The training also covered safety procedures for different types of driving environments, such as travelling on multi-lane roadways, entering highways, approaching intersections, passing cars, left turns, right turns on red lights and stopping at a red light. Precautions to take when backing up were given special consideration. Areas to avoid in a route, cell phone usage, adverse weather conditions and potential hazardous situations were discussed.

In the afternoon, each attendee was required to take a van driving test to demonstrate the practical skills needed to safely drive a state van. Turning, parking and backing up were tested. All attendees passed the driving test.

This training was very beneficial, especially since the program utilizes the vans to transport students on field trips.

Family Education Rights and Privacy Act Training

Sept. 29, 2008

Stephanie Haynes, Tia Owens, Myron Richard, Johana Salas and Manivone Souriya attended

the FERPA training session conducted by the university Registrar **William Wynne**. The training session provided a comprehensive understanding about the responsibilities of handling student record information under FERPA and the university's own student records policy. Wynne made available an outline of questions pertaining to basic FERPA guidelines to spark discussion and participant engagement. Wynne informed the participants about the rights of students, the definition of student educational records, the parameters for student directory information, FERPA exclusions and much more.

One of the main objectives of the training was to caution staff not to share student educational records by phone or correspondence, including grades or grade point averages, letters of recommendation, or enrollment information. Such records cannot be shared with parents or others outside the institution without written permission by the student. When in doubt, assume that the item, if it relates to a student, is an educational record and staff should seek further assistance before providing any information. Consequently, if a member of the university violates FERPA, the U.S. Department of Education could take away the university's student federal funding and it may constitute grounds for staff dismissal. Students depend on staff to keep their academic information confidential.

On the whole, the training was very useful since the program staff handle many different types of student educational records on a regular basis.

Department Time Entry, Sections I and II

Sept. 30 & Oct. 8, 2008

J. Logan Stork attended Department Time Entry, Sections I and II, part of university's WIN training and workshop series. This training session was conducted by **Becky North**, WIN user support and training coordinator and

Nancy Thompson, transactions and records manager, human resources.

The first session began with a general introduction to the Banner system. Helpful login and access information were outlined and common Banner terms and navigation functions discussed.

During the first session, North provided a detailed summary of the various pages and forms within Banner and how they apply to timekeeping. Banner pages PHADSUM, PHJETIM and POIIDEN were explored. In order to generate an understanding of the general timekeeping process, each trainee was supplied with their own computer and login code where these pages and forms could be investigated, following North's lead.

The second session began with an overview of the timekeeper reports available on the university's reporting services Web site. Stork found this section especially helpful for researching pay period history, staff leave balances and enrollment verifications.

A majority of the second session consisted of detailed exercises outlining the timekeeping process from start to finish. Mock timekeeping scenarios were presented at which time North and Thompson discussed how these scenarios would be best resolved. Additional discussion about earn codes, Banner navigation (rollbacks, queries and others functions), as well as special timekeeping policies and procedures occurred throughout this time. The Banner Navigation and Department Time Entry Learning Guide was distributed for future reference.

The Michael Tilford Conference on Diversity and Multiculturalism

Oct. 7, 2008

Tia Owens and Myron Richard attended the Michael Tilford Conference on Diversity and Multiculturalism, held at the Metroplex. **Ron Morris** began the conference with an excellent presentation titled, "Diverse Constituencies."

Morris explained how changing demographics impact efforts to attract, enroll and keep students who are the future of Kansas. He also expressed how environmental concerns have been underrepresented.

Brian Bridges' presentation, "Responding to the Wind of Change" focused on key topics such as introducing new developments in teaching and learning and the building of programs to support the underprepared for college work. Staff enjoyed the group activities on how educators can attract students and involve parents.

After Morris' and Bridges' presentations, **Steve Cisneros** give a short biography on his Hispanic background and how he became executive director of the Kansas Latino American Affairs Commission.

Following the opening presentations, staff attended the "Institutional Breakout" session hosted by university Provost **Gary Miller**. During the session, the group performed various activities related to defining multiculturalism. A discussion on how WSU could organize structure for diversity issues involving faculty, staff and students was beneficial.

Staff feel that it is essential that the university continues to consider the differences and similarities that faculty, staff and students have because these differences can help strengthen the university. The ability for a diverse group of people to build strength and unite through their diversity is the power that propels organizations into new dimensions of performance.

Visa Business Procurement Card Training

Oct. 14, 2008

J. Logan Stork attended Visa Business Procurement Card training conducted by **Linda Matney**, supervisor, accounts payable, from the university's Office of Financial Operations and Business Technology. This training was intended for employees who work with a Visa business procurement card in their department.

Matney outlined the general procedures that must be followed when using the card. She discussed the daily and monthly purchasing limits, tax exemption status, as well as what purchases are considered acceptable and unacceptable.

Matney also discussed the necessary paperwork that must be attached to the monthly statement. This includes all records that document purchases listed on the monthly statement. These records can be in the form of receipts, invoices, statements, packing slips, email correspondence and any other form of documentation surrounding a purchase. The Procurement Card User Manual was provided to attendees.

Modular Messaging on the Web Training Oct. 16, 2008

J. Logan Stork attended the training, Modular Messaging on the Web, conducted by **Becky North**, WIN user support and training coordinator and **John Rankin**, director of Telecommunication Services. The training session's objective was to demonstrate the various ways voice mail can be accessed and utilized online.

Modular messaging provides many special online options that a standard campus telephone does not. Retrieving deleted voice messages and prioritizing voice messages is possible using the modular messaging Web site. Creating outgoing messages and sending text messages to other campus numbers is also possible. All of these features can be accessed online from any computer. North and Rankin walked the class through these various features. Modular messaging handouts were distributed.

Student Hiring Training Oct. 22, 2008

J. Logan Stork attended Student Hiring training, conducted by Tanya Wickersham, human resource professional. This training session was

geared toward staff members who are involved in the process of student hiring.

Wickersham outlined the steps involved with successfully hiring a university student from start to finish. Required forms were discussed and advice given regarding common mistakes and errors that have been made in the past. The section on international student requirements versus domestic student requirements was extremely helpful. Wickersham also explained the differences between the various types of student employees and their eligibility requirements. Sample student hiring forms were provided.

Talent Search Annual Performance Report Webinar Nov. 5, 2008

Manivone Souriya attended an informational webinar about the Talent Search Annual Performance Report. The webinar was led and presented by **Lourdes Zavala**, data and technology coordinator from Colorado State University.

Zavala initially gave an overview of the session including a review and evaluation of the Annual Performance Report, the submission process and the prior experience criteria for Talent Search programs. She explained the purposes of the APR which is to evaluate performance, prior experience, compliance requirements, funding continuation and programmatic changes.

The APR evaluation portion provided a data-oriented picture of the project as a mechanism for strategizing and implementing programmatic changes. Zavala summarized the four sections of the APR format:

1. Project Identification, Certification and Warning (Pre-populated)
2. Participant Demographics and Target School Information

3. Educational Status at Time of First Service in Budget Period
4. Educational Status at End of Budget Period

She discussed each section in detail and answered questions from the audience.

Overall, Souriya gained additional knowledge regarding the APR. Her specific questions were answered and she will be able to apply the information learned from the webinar as she works on the current APR.

KASFAA Counselor Training Workshop

Nov. 7, 2008

Stephanie Haynes, Tia Owens, Larry Ramos, Myron Richard, Johana Salas and Manivone Souriya attended the Kansas Association of Student Financial Aid Administrators Counselor Training Workshop hosted by the university. The workshop began with a welcome and introduction of facilitators. Thereafter, the workshop participants divided into two concurrent sessions designed for beginner and advanced participants. Staff attended the beginner session which provided a presentation about the 2009-2010 FAFSA and types of aid available to students. The presenter also covered the definition of cost of attendance, detailed information about FAFSA, provided an overview of eligibility and criteria for the Academic Competiveness Grant, and Science and Math Access to Retain Talent Grant. Additionally, the session provided specifics related to other types of financial aid including Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Work Study and educational loan options.

After the breakout sessions, attendees reconvened for a general session where handouts were given about the 2009-2010 academic year changes in student status definitions, grant programs enhancements, the new Teacher Education Assistance for College and Higher Education (TEACH) Grant, and other

changes resulting from recent federal legislation. The handouts provided valuable facts and updates pertaining to grants and financial aid options for students. Another segment of the general session covered the various state funded student financial assistance programs which are administered by KBOR.

At the conclusion of the general session, the attendees were asked to participate in an activity to talk about and share ideas with others. Discussed were the best ways to utilize KASFAA funds to address early awareness and increase student aspirations about postsecondary education.

Staff found the training to be very useful as financial aid counseling is provided to program participants and their families on a regular basis.

Requisitions and Approvals Training

Jan. 6-8, 2009

J. Logan Stork attended the training, Requisitions and Approvals, presented by **Becky North**, WIN user support and training coordinator, and **Steve White**, director of the Office of Purchasing. This training session was geared toward university staff members who are involved in the process of creating and/or approving requisitions.

The training began with a brief overview of commonly used Banner navigational functions, such as the "roll back," "next block," and query functions. Following these helpful reminders, North reviewed the computer program requirements and potential problems that may be experienced while using Banner. For example, Banner will not function correctly if there is a search toolbar such as Google or Yahoo! installed on a computer, especially if the toolbar has a pop-up blocker built-in.

The training was very hands-on and required the trainee to follow along on their lab

computer. Various Banner menus and forms were explored. Although there are many different forms on the requisition menu to choose from, only two or three were examined thoroughly based on their importance within the requisition process. These three forms were: FGIBAVL (used to check the current available budget for an organization prior to creating a requisition), FPIRQST (used to locate requisitions in Banner that have not been approved yet) and FPAREQN (used to initiate the procurement process and to define the requestor, vendor, commodity and correct accounting information).

The last day of training was spent entering sample requisitions in order to test class knowledge and discover what elements in this lengthy process needed to be explored further. Overall, the class was able to complete the sample requisitions.

The day was also spent focusing on the requisition approval process. Even though most trainees in the class were not official “approvers,” the information presented during this section was helpful.

One aspect missing in the training that could have benefited Stork is to have included more explanation of the overall requisition process using layman’s terms. While the computer and data entry element of requisitions was adequately explored, questions remained of the general purchasing process, from start to finish.

Sexual Harassment Training

Jan. 29, 2009

Billy Dempsey, Stephanie Haynes, Anantha Lanka, Tia Owens, Suhasini Pyarasani, Larry Ramos, Myron Richard, Johana Salas, Kaushik Sherri, Manivone Souriya and J. Logan Stork attended Sexual Harassment Training, sponsored by the university. The training session began with a welcome and introductions of presenters **Matthew Johnston**,

assistant director, human resources and **Lisa Jones**, assistant general counsel.

Johnston began the session by describing the purpose of the campus-wide employee training initiative implemented to raise awareness of diversity issues in the workplace, in particular harassment. Johnston continued by emphasizing the university’s policy on prohibiting sexual harassment and other acts of discrimination for all individuals associated with the institution.

Johnston began by providing a definition of sexual harassment and then transitioned into a video titled, “Let’s Get Honest.” In the video, scenarios were depicted to illustrate the various situations where individuals encountered acts of sexual harassment in the workplace. At the conclusion of the each scenario, the attendees were asked to comment on the set of circumstances and identify any inappropriate behaviors and resolutions the harassment conflicts described. The dialogue among the attendees provided essential insight on the importance of filters, speaking up, employee rights and responsibilities, and the proper techniques needed to deal with allegations of sexual harassment.

Jones addressed the legal aspects and the procedures employees and employers/supervisors need to know when faced with a sexual harassment claim. A copy of the university’s policy was distributed which outlined the institution’s commitment to a harassment-free environment.

The training was successful in raising awareness of the importance of the workplace needing to be a safe and positive environment that should be limited to work related matters. Staff learned if a statement wouldn’t be said in the presence of one’s grandmother (grandma filter) then it is probably inappropriate behavior for the workplace.

Financial Literacy Presentation

Feb. 10, 2009

Larry Ramos, Manivone Souriya and J. Logan Stork attended the Financial Literacy presentation, conducted by **April Keim**, assistant director of the Office of Financial Aid. This presentation intended to provide university students and employees with a better understanding of general money management including information about budgeting, credit and identity theft.

Keim began the presentation by sharing recent bankruptcy statistics at the national and local level. Nationally, the largest rise of bankruptcies were among people who were 25 years of age or younger. Nineteen percent of bankruptcy filers were college students. In the state of Kansas, bankruptcies have increased for three consecutive years. With such alarming rates of recent bankruptcy, especially for college students, it is important to be able to budget well and to understand how credit and credit scores work. Some suggestions for good budgeting were: be realistic, don't spend more than is being earned and be creative with expenses. Students also need to consider how much they are going to earn after graduation to help them determine the amount of loans they may need to borrow today.

The section on identity theft offered good reminders on how to protect oneself from becoming a victim of this quickly growing crime. Keim expressed the importance of checking credit card and bank statements as soon as they arrive. Also, these statements should be shredded as soon as possible. Keim discussed the many methods that criminals use to find personal information and thus steal another's identity.

Overall, the presentation was informative and useful for all people as they navigate the complicated financial systems in the world today.

CLUR: In the Blink of an Eye – An Unforgettable Journey That Changes Lives!

Feb. 19, 2009

Larry Ramos, Myron Richard, Manivone Souriya and J. Logan Stork attended the Campus Life of University Relations (CLUR) divisional event. This event featured the nationally known motivational speaker, Marcus Engel. Engel travels throughout the United States spreading a message of hope, perseverance and inner strength.

Engel, at 18 years old, was involved in a horrific automobile accident in which he was hit by a drunk driver, obtaining multiple injuries including a severe head trauma. This left him blind and unrecognizable to his family and friends. After many months in a hospital and years in a rehabilitation center, he was able use his mental and emotional strength to overcome great obstacles and become who he is today. Engel inspired the audience with humor and personal anecdotes. Using his trifecta of motivational phrases, he was able to demonstrate that anyone can maneuver through great challenges and rise above adversity. Engel's trifecta includes the following phrases: "Do what you can with what you got," "Negativity don't pull you through" and "Change the things you can."

Engel's remarkable life story encouraged the audience to make the most of any adverse situation in a positive light.

MO-KAN-NE Annual Conference

April 8-10, 2009

Larry Ramos, Myron Richard, Manivone Souriya and J. Logan Stork attended the 31st Annual Missouri-Kansas-Nebraska Professional Conference, held at the Country Plaza Marriott Hotel in Kansas City, Missouri. Approximately 250 TRIO professionals from the tri-state area attended the conference. This year's conference theme was "Promoting

Professionalism: Leading Through the Power of Example.” The conference objectives included:

1. To honor the tradition of chapter leadership and plan for the future.
2. To provide the opportunity for professionals throughout the chapter to network, exchange best practices and programming ideas and share with the chapter leadership their ideas and any concerns.
3. To celebrate the chapter entering its fourth decade providing support, advocacy and training opportunities for the membership.

The conference was well planned and organized under the leadership of MO-KAN-NE President **Lora Boyer** from Kansas State University and **Trent Ball**, president-elect from Southeast Missouri State University.

The opening plenary session featured **Ngondi Kamatuka**, the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) president. He spoke about the current state of the association. One of the controversial issues that he brought up was the increase in membership dues. According to Kamatuka, the increase is necessary to keep up with rising costs. Additionally, the dues for members have held steady for several years. He also encouraged the MO-KAN-NE members to attend the MAEOPP annual conference.

Several concurrent sessions and activities were held throughout the day.

Rebecca Dukstein, associate director of Talent Search at the University of Kansas, moderated the Talent Search roundtable discussion. The audience discussed a number of issues including tutoring programs, parental involvement activities, financial literacy workshops, test preparation workshops and collaboration with other TRIO programs. Ramos and Richard attended the roundtable discussion and left with a number of ideas that might be helpful to

the program such as student recruitment activities, identifying middle school students for rigorous academic high school programs and redistributing job roles among staff to identify and track students in rigorous academic programs. The group also briefly discussed the Higher Education Opportunity Act and its impact on Talent Search programs.

Ramos and Richard also attended the session, “How will the Requirements of the Rigorous Curriculum Affect Talent Search.” **Julia Tower**, vice president for the Council for Opportunity in Education, was the presenter. Tower shared a great deal of information that was already known to Ramos and Richard, but hearing the information in this setting was nonetheless valuable for them. Tower emphasized that the changes are imminent regardless of how staff feel about what that might mean in their work with students. Tower divided the audience into three groups and instructed each group to strategize on identifying students who are in rigorous academic programs. The group had to consider both urban and rural Talent Search programs. One recurring problem that each group found was the limited opportunities for rural students to take advanced courses.

Souriya and Stork attended “Stop Sweating Bullets,” presented by **Breanna Walling**, retention specialist, McNair Scholars Program, Southeast Missouri State University. Walling focused on how to identify and deliver a core message in a presentation, how to arrange an interesting, informative presentation and how to use technology properly while presenting. One of the points Walling stressed the most was how not to use the PowerPoint program. PowerPoint should be reserved for key words, pictures and special information, not as the basis for an entire presentation, hence the session title, “Stop Sweating the Bullets.” The audience can always receive a more in depth handout at the end of a presentation. Presenters must learn how to edit wisely to eliminate providing the audience with too much information. Walling offered many helpful tips

that intended to make presenting easier and less stressful for the presenter. Ramos, Souriya and Stork attended the session, “Facebook for TRIO Professionals: How to Get Started” presented by Kansas State University’s **Jon Tveite**, writing skills specialist for the McNair Scholars Program. Although staff was somewhat familiar with Facebook prior to the session, the presentation answered several questions about privacy settings. Facebook is becoming more and more of a necessary communication tool in the fast-paced world that secondary and postsecondary students live in today. Tveite explained how the privacy settings work on the Web site and assured the audience that there are many privacy options to be considered when creating a Facebook page for program use.

Throughout the conference there were several motivating speakers including **Sylvester Brown**, **Kia Johnson** and **Denise Lloyd McDowell**. Brown, the keynote speaker, delivered a politically motivated speech about leadership and community responsibility during the banquet. Brown was a metro-columnist for the St. Louis Post-Dispatch and is known for his political and social commentaries. He has appeared on “The O’Reilly Factor” and “Nightline” shows in recent years. Although a very intelligent individual, Brown’s speech was a little too politically charged for this type of conference.

At the TRIO Achiever’s Luncheon, Kia Johnson spoke about the amazing guidance she received through her college years in the McNair Scholars Program at Truman State University. After graduation she attended Howard University for her master’s degree and Vanderbilt University for her doctoral degree in psychology. Johnson credits the McNair Scholars Program in helping her realize her full potential. She recommends McNair and all of the other TRIO programs to others she meets along her pathway. Johnson is actively leading by the power of example and represented this year’s theme the best.

During the closing plenary, **Denise Llyod-McDowell** spoke eloquently about leadership and influence. Llyod-McDowell served as MAEOPP president from 1998-1999. She is currently the dean of enrollment management and registrar at Kansas City Kansas Community College and earned a doctorate in higher education from Nova Southeastern University. Llyod-McDowell used TRIO and the “TRIO family” as an example of how people influence each other on a professional level as well as on a personal level. She also spoke of the give and take of relationships and how people must be aware of maintaining that balance in the environments they navigate throughout their lives. Llyod-McDowell was both motivational and enlightening.

The conference provided a great opportunity to network and exchange ideas among TRIO professionals. The sessions were interactive as well as interesting and were all relevant to the program. In particular, the session on the HEOA and how Talent Search programs will be impacted made a great impression.

Understanding Financial Aid Awards and Communicating with Financial Aid Offices Webinar

April 16, 2009

Larry Ramos, Manivone Souriya, and J. Logan Stork participated in the webinar, Understanding Financial Aid Awards and Communicating with Financial Aid Offices. The webinar was sponsored by the National Association of College Admissions Counselors. It was announced that over 1,500 counselors from across the United States registered for this event. Program staff used their desktop computers to enter the webinar.

The presenters for the webinar included **Cedrick Andrews**, policy associate, the Institute for College Access and Success, **Youlonda Copeland-Morgan**, associate vice president for enrollment management and director of scholarships and student aid, Syracuse

University and **Barbara Hall**, senior consultant, Murray & Associates and the National Center for College Costs and former guidance director and college counselor at Bishop Dwenger High School, Fort Wayne, IN. **Tim Christensen**, specialist on college access and success was the moderator.

Discussed was financial aid award letters, comparing financial aid award letters among schools, prospects for standardizing financial aid award letters, communicating with financial aid officials and counseling considerations in the current economic climate. While each section contained something unique and interesting, staff found the information on communicating with the financial aid office most enlightening. For example, the presenters suggested written communication is best when needing information regarding a student's award package. Email is another good way to have a physical accounting of what and when something was requested from the financial aid office. Also, students should notify the financial aid office of any changes within the family such as loss of employment and/or income. Students should also notify the financial aid office if outside scholarships are received so that the award package can be adjusted.

A legal area that most students don't understand is the appeals process and professional judgment procedures. Students have certain rights and one of those is to appeal the award package. Each school has a process to appeal so students will need to become familiar with the school's policies. Financial aid officers have at their disposal a little used loophole called "professional judgment." If a student can prove (usually documented) that his/her financial situation should take into account certain circumstances, the financial aid officer can override the assigned EFC (expected family contribution). However, an appeal can take a long time to resolve, therefore, it is in the student's best interest to begin the process as soon as they determine an appeal is to be filed.

Overall, the webinar was a good overview. The presenters were knowledgeable and provided first-hand experiences that proved helpful in understanding the topics covered during the webinar. Staff should be familiar with the award packaging process so that they can advise students on their rights and responsibilities. Finally, the value of this webinar and the role that the NACAC has taken in educating the public can only improve the public's understanding of the complexities regarding the FAFSA.

Admissions and Recruitment Workshop

Aug. 25, 2009

Tia Owens, Johana Salas and Myron Richard attended the Admissions and Recruitment Workshop offered by the Office of Admissions. Admissions representative **Kathryn Shepherd** began the training session by providing information regarding the current admission requirements for undergraduates, student exceptions and high school guest students. The training also included updated information about general and specialized scholarships offered to students.

Bobby Gandu, director of the Office of Admissions, presented information about the department's mail flow process and how potential students are notified about the university's admissions process and campus offerings. Gandu continued by describing other recruitment efforts which include various admissions programs and activities. Gandu encouraged all participants to contact admissions for any additional ideas or suggestions for recruitment efforts and assistance.

The second portion of the training incorporated a choice of break-out sessions. Staff selected "The Ins and Outs of Financial Aid" facilitated by **April Keim**, financial aid assistant director. Keim described recent changes with the FAFSA application, in particular the classification for dependent and independent students. The

session was conducted in a question and answer format.

The training served as a useful reminder about the importance of providing program participants with accurate information about college admission and financial aid processes. Staff appreciated the opportunity to learn new information and to converge with other university staff members.

SAEOPP Priority 1 Training Workshop: Record Keeping; Reporting Student and Project Performance; and the Rigorous Evaluation of Project Performance, in Order to Design and Operate a Model TRIO Project

Aug. 27-29, 2009

Johana Salas and Ryan Seme attended the SAEOPP training which was held in Kansas City, MO. The objective of this workshop was to provide an overview of planning, management, evaluation and performance processes. The trainers provided participants with a training manual containing supportive resources about data collection techniques and documentation in relation to evaluating and reporting project performance.

Besides providing participants with a vast amount of important information, the workshop was intended to be a practical, hands-on learning experience. The participants were asked to develop an individualized Master Action Plan to improve an activity or service in their respective TRIO program. The MAP was meant to be completed in about 60 days from the training date. Staff focused their MAP on designing formative evaluations on their delivery of program services.

The training opened with a discussion on the importance of sharing the results of performance evaluations and “telling the story” of TRIO programs to all stakeholders. Those stakeholders include the Department of Education, the academic community, the local

community, parents, students and other organizations. Staff increased their awareness of how “telling the story” to stakeholders enhances credibility, reputation, accountability and support, while becoming a recruitment and retention tool. The stories can focus on different topics such as graduation, enrollment in college and academic improvement. They can be published in newsletters, Web sites, the local press, blogs and journals.

Staff was reminded in almost every session to look at the big picture when pondering issues of record keeping, reporting and conducting evaluations. The big picture is driven by TRIO program’s legislation, regulations, EDGAR, OMB Circulars, and/or CAS standards. As an example, the APR is used to examine and report on regulatory requirements.

The presenters also discussed the interrelated and continuous nature of planning, management and evaluation. The objectives established in the planning phase become the focus of activities in the management phase and the basis for evaluation and performance reporting.

Several useful handouts were distributed including a checklist of the type of data documented and maintained to sustain a site visit, a chart of records required by federal sources and the instruments and tools of documentation. A detailed discussion on the APR and Prior Experience criteria was another example of this training’s practical focus.

Several sessions offered a specialized focus on Educational Opportunity Centers & Talent Search programs, where participants could share their experiences regarding record keeping, reporting and evaluation. Theoretical frameworks were offered by presenters to provide order to the practices discussed. Staff learned the difference between formative and summative methods of evaluation. Also, they learned about TRIO functional areas of assessment: participants, program objectives,


program services and activities and program processes.

Overall, the training was extremely helpful because it provided useful information about planning, management, evaluation and performance processes.

Program Publications

Newsletters

The program publishes a quarterly newsletter which is distributed to community members, other university TRIO programs and program students. The newsletter contains information on upcoming events, program statistical information, message from the director, student profiles and important articles about a variety of education related topics. Here is an example of an article in the 2008 winter newsletter.



What is the difference between the ACT and SAT?

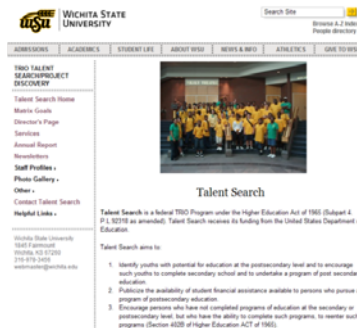
- ⇒ The ACT is an achievement test, measuring what a student has learned in school. The SAT is more of an aptitude test, testing reasoning and verbal abilities.
- ⇒ The ACT has up to five components: English, mathematics, reading, science and an optional writing test. The SAT has only three components: critical reasoning, mathematics and a required writing test.
- ⇒ The College Board introduced a new version of the SAT in 2005, with a **mandatory** writing test. ACT continues to offer its well-established test, plus an **optional** writing test. Take the ACT writing test only if required by the college(s) applying to.
- ⇒ The SAT has a correction for guessing. That is, they take off for wrong answers. The ACT is scored based on the number of correct answers with no penalty for guessing.
- ⇒ The ACT has an interest inventory that allows students to evaluate their interests in various career options.

For more information check out www.actstudent.org

Web site

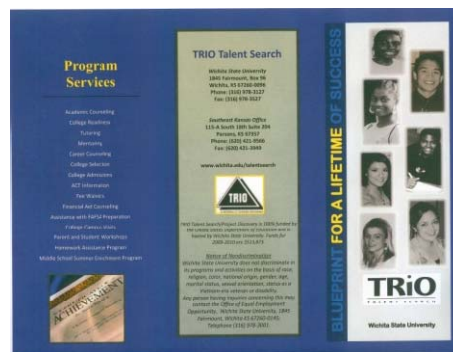
The program maintains a Web site that contains staff profiles, the program’s mission, quarterly newsletters, the annual report, financial aid and

career information, program updates, ACT information, a photo gallery and much more.



Other Publications

The program produces several other publications including a brochure, bookmark, event flyers and postcards throughout the year. Additionally, a TRIO poster was created in collaboration with Communication Upward Bound, Upward Bound Math Science and Upward Bound Wichita Prep.



Campus Visits

Butler County Community College

Eight students participated in the campus visit to Butler County Community College. Tia Owens and Johana Salas accompanied the students on the visit.

Participating Students:

South: **A. Glover**

Southeast: **T. Gardenshire**

East: **B. Hopson**

West: **R. Scott**

Northeast Magnet: **S. Koehn**

Heights: **F. Shellman**

Metro Boulevard: **L. Deloera, C. Mackey**

A diverse group of students participated in the campus visit. They came from a variety of high schools, had different career interests and academic backgrounds.

Everett Kohls, admissions counselor, met with the students and started the presentation at the student union. He made the newcomers feel comfortable with his sense of humor and entertaining facts about Butler. Kohls gave each student a folder with informational materials. He covered topics such as the characteristics of the student population, the history of Butler and the different campuses. Students were surprised to learn about the famous alumni and nationally ranked athletic programs. The more they heard from Kohls the better they

understood the personal side of learning at Butler. Students learned about each of their majors of interest as well as Butler's articulation agreements for transfer students. He also explained that Butler students experience college life through a variety of activities, clubs, organizations and academic activities. Kohls asked students about their particular interests and suggested potential activities and organizations for each of them.

Students got the chance to meet the Financial Aid Coordinator Sheryl Hayes. Hayes explained the affordable cost of attendance and primary sources of financial aid. In an effort to remove economic barriers from higher education, Butler

offers a variety of federal programs such as the Pell Grant, the ACG, FSEOG, work-study and federal student loans.

The tour of the main campus in El Dorado was led by a charismatic student ambassador who was able to relate to the students and help them imagine their lives as Butler students.



“Students were surprised to learn about the famous alumni and nationally ranked athletic programs.”

At the student union, they toured the bookstore, cafeteria, program and activities board and snack bar. Students explored computer labs as well as the psychology, nursing and math departments in the 1500 building. Students were pleasantly surprised to learn that the average classroom size at Butler is 14 students. They also visited the dorms where the benefits of living on campus were discussed. It was recommended that housing applications are turned in early in the year.

Students enjoyed walking through the art building where the dance, theater, music and

fine arts classes are located. They took their time at the White Art Gallery admiring the student work. They explored the Hubbard Center which houses the library and offices offering student services such as advising, financial aid and disabilities services. At the 200 building, students observed several computer labs, the post office, printing center, and business and chemistry departments. At the 100 building, students learned about special projects that the mass communications and English classes produce including television shows, college radio and the Lantern Newspaper.

The students particularly enjoyed touring the 5000 building at the Andover campus. A recently remodeled building with state of the art technology, it hosts most of the multimedia and computer courses. It is also the location for the student union, which has abundant recreational space with comfortable couches and big screen televisions. Students were very impressed with the technology offered at this location. Butler has made significant investments in high quality equipment and computer labs.

The students felt that the visit was well planned and organized. They learned a lot about college life and how to prepare for it. Many students stated that they would like to attend Butler and then transfer to Wichita State.

Cowley County Community College

Nine students participated in the campus visit to Cowley County Community College. Tia Owens and Myron Richard accompanied the students on the campus visit.

Participating Students:

North: C. Dailey, T. Tran, C. Martinez

Southeast: S. Alexander, S. Jones, S. Cowan

South: M. Mims, J. Hayden, S. Levy

Upon arriving at Cowley, students were given backpacks with the college's tiger logo to keep as souvenirs. Students were escorted to the Nelson Student Center by two student ambassadors to meet with Admissions Specialist and Cheerleading Coach Rikki Hettenbach and Admissions Representative Lory West. Once there, West provided students with an introduction to Cowley and discussed the school's history and opportunities. The students were asked to review the packets



“The students asked questions related to their anticipated program of study, college activities and clubs, housing and sporting teams.”

of information found in their backpacks which outlined general facts about the college's academic programs, financial aid options and student services. The students asked questions related to their anticipated program of study, college activities and clubs, housing and sporting teams. West also discussed Student Support Services and scholarship opportunities that were available.

After the student's questions were addressed, the student ambassadors took them on a tour

of the library, bookstore, Wellness Center, residence hall and the Underground, the primary center for academic support. The students then went to the cafeteria where they were treated to lunch. Richard's daughter Keisha, a Cowley student, joined the group during lunch and shared her college experiences. The students appreciated having a student's perspective on campus life.

Overall, the students enjoyed the visit and found out information about Cowley they did not know beforehand. There were a few students who had previously completed applications to attend the Cowley Summer Jumpstart Program or attend in the fall. These students indicated that the campus visit solidified their decision. Both Richard and Owens agreed the students were engaged throughout the day which made for a successful campus visit.

Emporia State University

Two students participated in the campus visit to Emporia State University. Johana Salas and Manivone Souriya accompanied the students on the visit.

Participating Students:

South: **D. Menefee, J. Everett**

The group was greeted by Crystal Wintle, admissions counselor, who presented information about the admissions process and financial aid. She provided the students a folder filled with information on major programs, financial aid, admission requirements, and tuition and fees. The students were given

valuable information regarding their area of interest. Vicki Wilkinson, TRIO Student Support Services, discussed the tutoring, mentoring, advising, courses, workshops and related activities that their program provides.

Wintle led the students on a tour of the residence halls. She discussed the meal plan and housing options at the Morse Hall and Towers Complex. She also talked about the benefits of being a resident assistant at the dorms. The students ate lunch at the Lakeview Cafeteria following the tour. The group had the opportunity to meet with a student ambassador and discuss the college experience from a student's viewpoint.

The students felt that the visit was a success. Their questions were answered and they were pleased with the information they received regarding financial aid and academic programs. At the conclusion of the tour, the students confirmed their interest in attending ESU in the future.

Friends and Newman University

Four students participated in the campus visit to Friends University and Newman University. Myron Richard and Manivone Souriya accompanied the students on the visit.

Participating Students:

South: **D. Gonzales, S. Levy**

Northeast Magnet: **L. Meadows, K. Money**



"The group had the opportunity to meet with a student ambassador and discuss the college experience from a student's viewpoint."

The visit began at Newman University where Isabel Moreno, admissions counselor, greeted the group at the library and took them to a room where a presentation on financial aid was delivered by Brenda Krehbiel, financial aid director. Krehbiel presented the students with valuable information about the different types of grants and loans available and asked them whether or not they filed a FAFSA. She was pleased that all of the students had already completed their FAFSAs.

Following the presentation, the students were taken to the College of Arts and Sciences. A majority of the students were interested in pre-medicine. Professor of Chemistry David Shubert spoke with students about their interest in medicine and discussed the general steps it takes to get into medical school. He explained that students need to retain a high GPA and pass the MCAT. He also provided general information about medical residency programs.



“Professor of Chemistry David Shubert spoke with students about their interest in medicine and discussed the general steps it takes to get into medical school.”

Moreno then took the students back to the library where information about the Newman admissions process was given. She engaged the students in a fun activity on the interactive Web site, www.knowhowtogo.com, where students answered a series of questions to determine their college readiness. The students were also taken on a campus tour, provided lunch and given Newman souvenirs.

After the visit to Newman, students headed to Friends University and were given a tour of the campus before being greeted by Jacklyn Derstein, admissions counselor. Derstein

discussed admission requirements and provided general information about financial aid opportunities at Friends.

The students felt that both visits were well planned and organized. The majority had their questions answered and felt satisfied with the knowledge they received about financial aid and scholarships. All students expressed an interest in attending Newman. Two students had already applied to Newman prior to the visit.

Hutchinson Community College

Two students participated in the campus visit to Hutchinson Community College. Tia Owens and Manivone Souriya accompanied the students on the campus visit.

Participating Students:

East: L. Burnett

Metro Midtown: C. Pearson

The visit began with Jeff Shirley, Admissions, who greeted the students and discussed admissions requirements, academic programs and financial aid. Jim Ewert, TRIO Student Support Services, presented information about their program services which include tutoring, counseling, mentoring, cultural activities, academic success workshops and supplemental instruction. The eligibility criteria were also explained to the students.

Shirley then led the students on an informative tour of the campus buildings and residence

halls. He discussed the two on-campus housing options, a traditional-style residence hall and a suite-style residence hall. The students ate lunch at the cafeteria after the tour. Shirley had arranged for C. Pearson to obtain a student ID since he already was admitted to HCC and will attend in the fall. Shirley then took the students back to the student union and introduced them to an admissions counselor. At the conclusion of the tour L. Burnett completed an application.

The students felt that the visit was a success. They had their questions answered and felt good about the information they received regarding financial aid and housing at HCC.

Kansas State University

Nine students participated in the campus visit to Kansas State University. Tia Owens and Myron Richard accompanied the students on the visit.

Participating Students:

East: **L. Burnett**

Heights: **M. Le, F. Shellman**

North: **C. Martinez, C. McFarlin**

Metro Boulevard: **K. Brison, A. Johnson**

South: **J. Everett**

West: **R. Scott**

The visit began with a brief presentation by Ben Kohl, the assistant director of the Office of Student Financial Assistance, who spoke about important financial aid deadlines. He also discussed several different types of scholarships the university has to offer. He advised the students on how to get private scholarships and

suggested parent involvement at the early stages of postsecondary exploration. During the presentation the students asked good questions regarding student job opportunities, summer school and the FASFA.

Megan Pentagon, a junior at KSU, led the students on a tour of the campus. She explained the different colleges and programs, shared the history of several of the buildings on campus and brought students to Haymaker Residence Hall to see a dorm room. She explained the different residence halls available for incoming freshmen.



“The visit began with a brief presentation by Ben Kohl, the assistant director of the Office of Student Financial Assistance who spoke about the important financial aid deadlines.”

After lunch, the students learned about the Academic and Career Information Center and explored the Holland World of Work Map. This map is a tool that helps students determine what type of career field they might be interested in. Following the presentation they learned about the PILOTS Program, a freshmen retention program, the Developing Scholars Program, an

undergraduate research program to engage selected students in research activities with faculty, the McNair Scholars Program and Student Support Services. Pentagon then walked the students through the K-State application process and discussed financial aid.

All of the students felt that the visit was organized well. They felt that they had adequate time and their questions were answered. They were also convinced of the importance of college and acquired useful information about the university.

Southwestern College

Tia Owens joined the West High School AVID classes of Emily Marolf and Christy Ramsey on a campus visit to Southwestern College.

The students learned about the admission requirements, financial aid packages and the impressive graduation rates of its students which reach above 90 percent. Many of the students were amazed when told that each incoming Southwestern student receives a brand new laptop upon their enrollment which they may keep through graduation with the option to purchase for only \$75. Later, the students participated in a tour of the campus, a scavenger hunt activity and lunch.

The students enjoyed learning about Southwestern and what it has to offer. Several students expressed interest in applying to the university.

University of Kansas

Seventeen students participated in the campus visit to the University of Kansas. Tia Owens and Myron Richard accompanied the students on the visit.

Participating Students:

East: T. Bui, L. Burnett, B. Hopson, J. Phimsason, K. Beard, S. Vu

Heights: V. Marcias, M. Webb

North: C. Dailey, C. Martinez, M. Shode, K. Siebler, K. Turner, P. Wachira

South: A. Glover

Southeast: D. Anderson, D. Menefee

Upon arrival, the students met with the Assistant Director of Multicultural Recruitment Greg Valdovino and were provided a general introduction to KU. The students moved to an auditorium where a presentation was given along with a packet of information containing general facts about KU's academic programs, financial aid options and student services. The students asked Valdovino questions related to minority Greek clubs, student leadership opportunities and sporting clubs. Afterwards, Valdovino treated the students to lunch on campus and gave a tour of the residence halls. The students were shown the difference

between dormitory and residence hall living.

In general, the students enjoyed the visit. Valdovino provided KU t-shirts to students during a raffle if they could answer questions about the university. When asked about the campus visit, several students stated that they had originally thought that the university was too large and impersonal but now found it to be a friendly place in a town rich with tradition and history. A

few students felt they may attend KU in the fall of 2009.

Wichita State University

Six middle school students participated in the campus visit to Wichita State. Johana Salas accompanied the students on the visit.

Participating Students:

Marshall: E. Garcia, D. Torres, K. Gonzalez-Hernandez, M. Hernandez, T. Wilson, D. Hicks

The group was greeted by Andrew Myers,



“Valdovino provided KU t-shirts to students during a raffle if they could answer questions about the university.”

admissions representative, who gave the students a folder with informative materials about the university. Myers sat with the students and provided them with age-appropriate information. He covered such topics as the history of WSU, famous alumni, programs and careers, cost of attendance, admission requirements and scholarship opportunities.

Myers took the group to the Rhatigan Student Center where they toured the bookstore, cafeteria and bowling alley. For the first time students saw college textbooks and were surprised at their size and prices. They also got a chance to see college students both studying and entertaining themselves in the halls. Afterwards, Myers took the students to see the Heskett Center, Eck Stadium and Charles Koch Arena. Students gained an understanding of WSU athletic and recreational facilities and sports history. They also visited different academic departments located in the McKnight Art Center, McKinley Science Hall and Wiedemann Hall. Students peaked into classrooms, labs and workspaces.

Myers brought the students back to the Rhatigan Student Center where students had a question and answer session with a student ambassador. They asked about her journey to become a WSU college student, as well as life in the dorms, her class schedule and scholarships she had received. The students ate lunch at the

cafeteria in Fairmount Towers.

The students felt that the visit was successful because they learned a lot about college life and how to prepare for it. Many of them felt that they wanted to attend WSU in the future. At the conclusion of the tour students asked to go on more campus visits.

Wichita State University

Eleven middle school students participated in the campus visit to Wichita State. Myron Richard and Bonnie Post, Wilbur Middle School guidance counselor, accompanied the students on the visit.

Participating Students:

Wilbur: A. Lopez, M. Dunne, K. Montiel, K. Bhakta, K. Kotara, D. Bush, T. Rogers, C. Shepperd, Z. Girrens, C. Peters, A. Howerton

The visit began at the Marcus Welcome Center where Marylynn Steichen, admissions program coordinator, spoke to the students about college terms they will need to know such as credit hours,

curriculum, the FAFSA, general education, liberal arts, majors, semesters, syllabi and work-study. Bobby Gandu, director of admissions, and a panel of college students addressed any questions that the students had about postsecondary education.

Following the panel, the campus tour began, led by a student ambassador. The first stop was the Rhatigan Student Center where the students



“The students felt that the visit was successful because they learned a lot about college life and how to prepare for it.”

meet with Jacqueline Bujanda, multicultural recruitment coordinator, who administered an Exploring Careers worksheet with the students to help them think about what careers they may want to pursue in the future. The group ate lunch at the Fairmount Towers cafeteria with the student ambassador and then proceeded on with a tour of a dorm room.

The tour wrapped up with a WSU student panel where they discussed their personal experiences on campus and answered the student's questions about college life. The campus visit was a success and the students learned a lot about WSU.

College Readiness Activities

JumpStart

Aug. 25, 2008

JumpStart was held on the second floor of the commons area of Brennan Hall I. The workshop was presented by program staff, including Larry Ramos, Mani Souriya, Myron Richard, Tia Owens and Johana Salas. Two students (L. Pearson and C. Hamwi) and five parents attended the event.

Attendees were asked to sign in and offered light refreshments. Mani Souriya gave a warm welcome to everyone. Following was Larry Ramos who talked about the program and showed a five minute video presentation titled "Destinations". After the video, each staff member gave a presentation covering the area of their specialty which included information on the types of financial aid and the process of receiving aid, how and when to submit college applications, how to get admissions application fee grants, how to prepare for the ACT and how to obtain ACT fee waivers. The audience was also informed on how to participate on campus visits and the importance of this activity. The workshop concluded with questions and answers. The participants were given time to fill out the JumpStart Evaluations at the end. Prizes were also given to the participants.

Overall, the participants were very receptive to the information given. The students expressed that they will continue with the program to receive all the services available to them. The parents that attended on behalf of their students will relay information to them.

In addition, some participants would also like more information on the following: ACT

preparation, college admissions, campus visits, mentoring activities and scholarships.



JumpStart Workshop

To Parents of all High School Students:

Your student participated in TRIO Talent Search/Project Discovery this past year. This program is designed to assist eligible students to graduate from high school and enter post-secondary education. We are offering a workshop to help you understand what you need to do during the senior year of high school to prepare for post secondary education. If you or your student needs information regarding:

ACT Tests Financial Aid/Scholarships
Campus Visits College Applications

Join us for the JumpStart Workshop and get answers to your questions. Find out what TRIO Talent Search/Project Discovery can do to help prepare your student for attending the college of their choice.

**When: September 8, 2009
(Tuesday)
Time: 6pm-7:30pm
Where: WSU
Brennan Hall I, second Floor
Commons, 17th & Yale. Enter
through the SW door off the
parking lot.**

RSVP by August 18., 2008 at
978-6757
or manivone.souriya@wichita.edu

Financial Aid Nights

Dec. 2, 2008

Jan. 12, 2009

Feb. 23, 2009



In December of 2008, the program started a series of presentations on Financial Aid open to students and their parents. The series was called "Financial Aid Nights" and consisted of three parts. The content of each night was designed to accompany the schedule of events in the financial aid calendar for seniors. December's night was designed to give students fundamental information regarding the FAFSA. January's presentation covered in detail the actual FAFSA application process. In February, as students found out how much financial aid they would receive from their respective colleges, the presentation provided them with

the tools to think critically about student loans and what they should know as borrowers.



The first night, Dec. 2, 2008, provided the foundation of federal student aid. It was

called, “What you should know before you apply for the FAFSA”. The event was held in the Garden Level Conference Room in Brennan Hall I at 6 p.m. and was presented by Johana Salas. Her presentation integrated video segments from a DVD published by the Department of Education with question and answer intervals. Attendees were provided with brochures and a booklet called “Guide to Federal Student Aid” also published by the Department of Education. The attendees rated this event as excellent. They strongly believed that they learned new information that would help them in the future and felt motivated to increase their academic success. They rated Salas as very professional, and made positive comments on her level of knowledge on the subject and her willingness to take time to

answer questions and verify the information was understood and clear. One participant



commented, “Everything that was discussed, she went over with clarity and preciseness. The interaction was grand, and making sure all was understood. We went over much helpful information. I will be back. This was a very helpful experience.” The second night, Jan. 12,

2009 focused on filling out FAFSA online. The presentation started with a brief introduction of the basics of federal student aid: what is FAFSA, paper versus online application, when to apply, types of aid and eligibility. Using multimedia technology, Salas continued the presentation with a demonstration of the process to obtain a PIN online and started the FAFSA online application. All participants had FAFSA 2009-2010 worksheets to follow along with. Salas went line per line on the worksheet, provided explanations and tips and discussed common errors. The presentation ended with a discussion on the Student Aid Report (SAR), award letters and how to compare financial aid packages. Tia Owens, Myron Richard and J. Logan Stork were present and assisted participants with questions. A total of 15

participants attended. All participants rated the event as excellent. Participants felt they learned helpful new ideas and information



which will motivate them for academic success. One participant commented: “Very informative and explained in parent terms. Keep the program!” Another participant suggested offering the program in Spanish as well.

The third night, Feb. 23, 2009, concerned student loans and what students should know as borrowers. Regina Krob, loan counselor from financial aid at WSU, was a special guest. She talked about the different kinds of loans, and discussed in detail the Perkins, Stafford, Plus, private and direct to consumer loans. She advised students and parents to be cautious with this latter kind of loan. She also helped

students visualize the differences between federal and private loans. In her presentation she incorporated a discussion of repayment plans, such as deferment, forbearance, consolidation and forgivable circumstances. Krob kindly offered her expert advice, urging students to shop around for loans, to be proactive and open with the financial aid officers at the universities they are planning to attend. She recommended students to discard loan offers coming in the mail as well. Evaluation results were excellent in overall impression, new learning, increased motivation and professionalism. Krob provided participants with handouts, which, according to a student, "was very helpful as a visual aid."

The presentation series were deemed by the program staff as a meaningful service to students who are looking for a learning opportunity they can share with their parents.

National TRIO Day

Each year, WSU TRIO programs, Kansas Kids @ GEAR UP and the Office of Disability Services hosts National TRIO Day on the campus.

Approximately 80 program students attended the event held on

Feb. 18, 2009 at the Hughes Metropolitan Complex. Program students

Nelson

Ross, a junior at

Northeast Magnet,

was named TRIO student of the year and **Amy**

Alvarez, counselor at Southeast High School,

received the Building Bridges Award.



The keynote address was presented by Marcus Engel, a motivational speaker who described overcoming obstacles and reaching success.

Each program staff member participated on a committee to plan the event. Larry Ramos served on the newsletter and luncheon video



committees;

Manivone Souriya served on the essay contest committee;

Stephanie Haynes planned the middle

school track sessions; Myron Richard served on the transportation committee; Tia Owens

chaired the registration committee; Johana

Salas served on the signs and nametags

committee; Logan

Stork chaired the

hospitality room

committee; and

Karen Duncan

assisted with

registration.



National TRIO Day Newsletters 2009

In June 2009, Aquila Allen and Nelson Ross, Talent Search students at Northeast Magnet High School, were sponsored by the program to attend the Council for Opportunity in Education's 20th Annual National Student Leadership Congress in Washington D. C. The following report outlines Allen's experiences.

My Week in DC at the NSLC

By Aquila Allen

While I was in Washington DC, I learned that there are several ways to be a leader through various activities and experiences. I met so many new people, and I love them all. The students that were there were so diverse, yet by the end of the week, we were all family. Learning to bond and listen to other people from different backgrounds other than yours and accept their ideas and their identities is one of the new ways I have learned to be a good leader.

Soon after Nelson and I arrived, we were met in the airport by Traci, our program leader. She checked our names off of a list and told us to "Go stand over there." Once we got "over there", two students stood up from a bench and introduced themselves right away as Joaquin and Johnny from Texas. From then on, even though we weren't put into the same groups, we became very close. Soon, as other students continued arriving, it seemed as if everyone knew each other already. People were talking and carrying on all over the place. Introducing and getting to know one another. It was great, and I was excited and ready to meet more new people! All week long, a new person would just walk up to me and say "hey," and introduce themselves. I have never had this happen to me so often and I loved it. I learned that sometimes just saying "hi" can brighten someone's day. The remembrance of that kind of hospitality that I have yet to find anywhere else will stay in my heart for a very long time. As will the people I met.

The first real day we were at NSLC, we went to a diversity workshop where we delved deep into the personal lives of our peers. The topics went from how many siblings we had all the way to our sexual orientations. We were able to stand and tell our stories of struggle and survival. After someone spoke, we clapped and



cheered not for their hardships but for their courage during their hardships.

During this session, we all had laughed and cried together so much that we were already close in just the first few hours of the first day. I now truly understand what it means not to judge a book by its cover. This exercise showed me that I should never be too quick to judge because everyone has their own story, their own pain, and their own individual personalities.

At this point, we were introduced to the counselors. We were broken into groups of about 14 and were appointed a counselor. These were the people we spent the most time with during the week. Rarely were we not in our groups. This was our family, and they are all my family now. In my group, we had Jaime, Brandon, Angel, Levy, Jesus, David, Devin, Kelsey, Larissa, Abby, Santoria, Jasmine, Hilary, and our counselor, Kendyll. Kendyll was the youngest counselor there (a sophomore in college) and she had the worst group when it came to staying together and eating on time! We were always missing somebody and we were always one of the last groups to make it into the cafeteria. Through it all though, we stuck together and figured it all out as a family. We made sacrifices to go find our lost group mates so that at times we only had about two minutes to eat. Although, on the last day, for the first time we were the very first group to

make it into the cafeteria and we had almost 30 minutes to eat (as opposed to less than 5)!

One of the main things we had come to NSLC to do was to perform a mock congress. Each group was given a topic to write a bill on and propose to the rest of the groups. My group had the topic "Global Environment". We knew right off the bat that we didn't want to write anything about global warming. We wanted to be more creative because our topic was broad and we wanted to branch out rather than play it safe. We proposed in our bill that to reduce deforestation; all public schools would receive laptops for

each student, based on their income. The laptops would be recyclable and the students would be required to recycle them. Textbooks would be downloaded via CD-ROM to the computers. The government

would pay for any damages to the computer not made by the student. Other bills were great to listen to, but we had to vote for our favorite bill. The group that won had the topic "Minorities and Women". They chose to write on same sex marriage.

It was insane how fast everyone bonded and learned about each other. The first few times our group met, it was very quiet, even I was quiet! We were all still in our shells at first. Our group leader was worried that we would never branch out, but soon enough, we started talking, and even laughing! I learned that you can become a better leader not just by leading, but by watching and listening as well. I have the most respect in the world for my counselor

Kendyll. She showed all of us the power of trust and teamwork. She was extremely patient with all of us. Kendyll Ramos will be in my heart forever and I will never forget her as my new big sister. My group had two of the three openly gay males at NSLC. The one I got closest to was Brandon. He's not very well accepted where he's from in Washington state. It touched me when he told our group that he truly appreciated the love and respect we showed him. No one felt judged all week. It was a great environment to be in. And I will miss that.



I enjoyed meeting Senator Todd Tiahrt. I didn't have long to talk with him because he had to make a speech, but I was able to shake his hand and say hello. Instead, we spoke to his assistant who knew nothing about TRIO. Nelson and I took this

opportunity to educate him and tell him our stories of how TRIO has helped us. Hopefully he is inspired enough to encourage Mr. Tiahrt to support TRIO so that we may be one step closer to getting the appropriations that we need to fund TRIO.

My group went to the Smithsonian Museum, which was awesome! I loved the museum so much. My two favorite exhibits were the Royal Jewels and the excavated crystals. The war memorials in DC were so touching to me. I was stunned to see how many names were on the Vietnam War Memorial. To see all of the names of the soldiers who gave their lives for our country was overwhelming. We were standing right outside of the White House on the day of

our tours, and we were about to see President Obama come outside to leave, but we had to get back on the tour bus. We were so bummed! It was a great learning experience for me.

Everything didn't actually click for me though, until the very last day. Jose, a guy that I had become very close to, pulled me aside and thanked me. He thanked me for listening to his story and being there for him when he was hit hard with the news of his grandpa's passing while we were there. My favorite part was when he thanked me for teaching him to respect women. Jose told me that I will always have a special place in his heart for opening his eyes and just simply being there for him. I cried then, realizing that for once, maybe I actually made a difference in someone's life. I felt like a leader. I had done no bossing or yelling, just listening and loving. Jose will always be in my heart for showing me my own importance in this world.



Most of the counselors were students in NSLC when they were our own age and come back to help every year. I see that their hearts are really in it and that they really care about our future because not one counselor was paid. They were all volunteers. I hope to go again next year if I get the chance and continue to learn and grow from Traci, Kendyll and all of the other wonderful counselors. I also wish to become an NSLC counselor when I become an adult, in the hope that I may be able to put a light in a dark place for another student.

2009 Summer Enrichment Program



The Summer Enrichment Program, organized by Stephanie Haynes, was expanded this year largely due to a grant awarded by the Kansas Board of Regents. Also, the Kansas Department of Education awarded the program a grant to provide a nutritional breakfast to the students each morning. Snack and lunch were also provided to the students every day. As a result, students were the beneficiaries of a more academic and comprehensive program which included educational field trips, campus visits, guest speakers and classes taught by board certified instructors.

Subjects Taught

Classroom instruction was provided on Mondays, Tuesdays, Thursdays and Fridays. The board certified instructors constructed meaningful lessons for the students in computer technology, language arts, life skills, math and Spanish.

Computer Technology

Mark Erickson, instructor

Billy Dempsey, tutor aide

Students explored Microsoft Office programs and completed a photo essay utilizing digital

pictures that they took themselves. The best photo essays were submitted to the TRIO Quest national competition.

Language arts

Regina Foust, instructor

Olivia Graves, tutor aide

Students were able to improve their reading skills as well as develop sentences utilizing correct grammar and punctuations. Students read from various literature textbooks and answered questions to measure their reading comprehension.



Life Skills

Sherri Carter-Marks, instructor

Joanna Duran, tutor aide

Students had an opportunity to participate in small groups focusing on peer pressure, self-esteem, life transitions, healthy life choices, as well as preparing for future goals and education. The goal of Life Skills is to empower students with the tools and information they will need as they face changes and choices in life.

Math

Olline J. Jackson, instructor

Darral Sessions, tutor aide

Students worked on basic mathematics, pre-algebra and algebra. Various worksheets, puzzles and other hands-on materials were used.

Spanish

Deznee Soza, instructor

Liliana Jimenez, tutor aide

Students learned basic fundamentals of Spanish, including the alphabet, greetings, colors and parts of the body. Each student was expected to keep a journal and be prepared for quizzes and tests.

Contributors

Several contributors supported the SEP including Lamar's Donuts, McDonald's, Pizza Hut and Tropicana. In addition, the WSU bookstore donated t-shirts and other items as prizes during the Talent Show and Awards Luncheon.



Educational Field Trips

On Wednesdays, students were taken on educational field trips. Students visited the Keeper of the Plains, Juvenile Detention Facility, American Jazz Museum, Negro Leagues Baseball Museum, Worlds of Fun, Tanganyika Wildlife Park and the Sedgwick County Zoo. Additionally, students got the opportunity to explore several college campuses including Wichita Area

Technical College, Southwestern College, Old Town Barber and Beauty School, Cowley County Community College and Johnson County Community College.

Guest Speakers

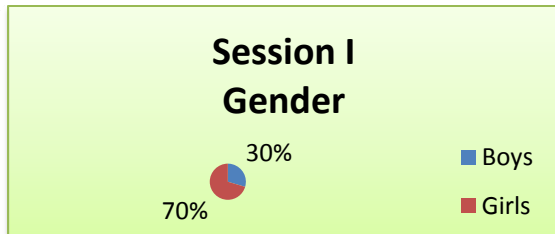
Each Friday motivational speakers were invited to address different topics. Ruben Eckles, pastor and motivational speaker, spoke about how he overcame life challenges and the importance of having a backup plan. Robert Love, educational consultant with USD 259, encouraged the students to believe that they could accomplish anything in life if they tried hard enough. Anthony Bamberger, school resource officer at Stucky, talked to the students about how to stay away from gangs.

Talent Show and Awards Luncheon

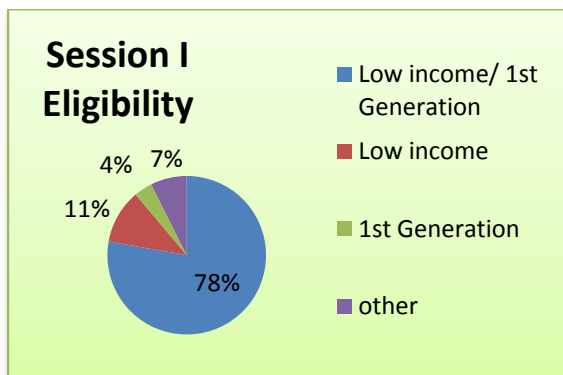
Both sessions ended with an awards and talent show. This gave students the opportunity to showcase not only what they had learned during their time at the SEP, but offered them the chance to display their own unique talents. There were students who danced, sang, played a musical instrument, read a poem, and/or participated in a skit. Following the talent portion of the event, both the SEP staff and students were recognized for their individual contributions to the program which helped make the SEP a huge success.



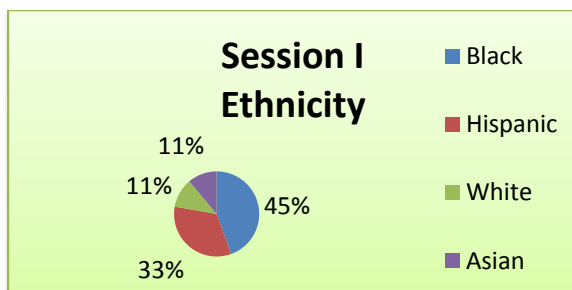
Session I of the SEP was held in June. Twenty-seven students participated in this session and most students were eighth graders preparing to enter high school in the fall. Most of the students attended Allison, Black Bear Bosin, Brooks, Coleman, Marshall, Mead, Mayberry, Pleasant Valley and Robinson.



This shows the gender breakdown of all the students who participated in Session I.

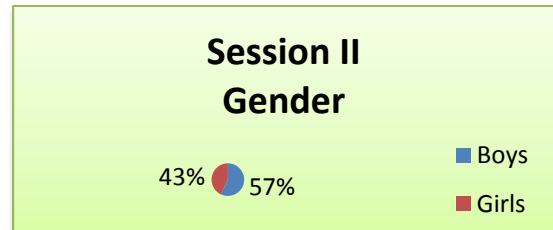


Of the participants in Session I, 21 students were both low-income and first generation, three participants were low income only, one participant was first generation only and two students were classified as other.

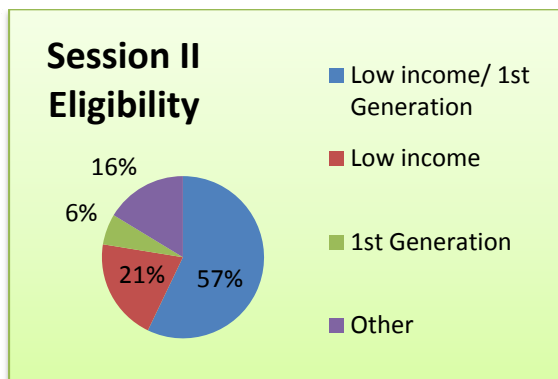


The ethnic backgrounds of the participants in Session I are reflected in this figure.

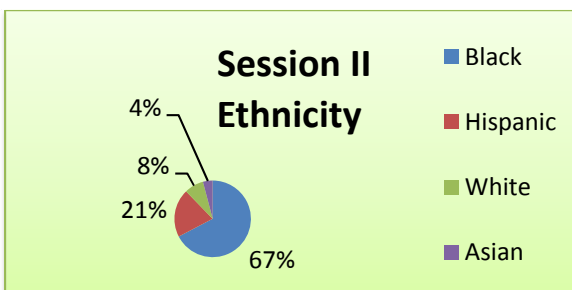
Session II was held in July. Session II participants ranged from sixth to eighth grade. Most of the students attended Allison, Black Bear Bosin, Brooks, Coleman, Curtis, Hadley, Hamilton, Marshall Middle School, Mayberry Middle School, Pleasant Valley Middle School, Stucky and Robinson.



Forty-nine students, 21 females and 28 males, participated in the Session II.



Of the participants in Session II, 28 students were both low-income and first generation, 10 participants were low income only, three participants were first generation only and eight students were classified as other.



The ethnic backgrounds of the participants in Session II are reflected in this figure.

Pre and Post Tests

On the first day of each session students were given a pre-test in math, grammar, reading and writing to determine their level of competency. Spanish, computer skills and life skills were added to the pre-test for Session II. Based on their scores, they were placed into different teams with other students who had the same level of competency. At the end of each session a post-test was given to determine if the

student’s level of competency in each subject had shown any improvement.

In Session I, the overall average post-test scores increased by 25 percent. Six students did not complete the post-test. In Session II, the overall average post-test scores increased by 9 percent. Six students did not complete the post-test.

Session I Pre-test/Post-test Scores

	Math1	Math2	Grammar	Reading	Writing	Overall
Pre-Test	43.72 %	67.60 %	62.60 %	45.67 %	67.80 %	53.91 %
Post-Test	68.50 %	70 %	67.75 %	52.50 %	66.80 %	67.30 %
Improvement	56.6 %	3.55 %	8.22 %	14.95 %	-1.47 %	24.8 %

Session II Pre-test/Post-test Scores

	Math1	Math2	Grammar	Reading	Writing	Life Skills	Computer Technology	Spanish	Overall
Pre-Test	50.75 %	63.70 %	51.90 %	34 %	67.80 %	50.0 %	28.40 %	8.32 %	43.69 %
Post-Test	48.87 %	67.20 %	51.47 %	37.17 %	25.30 %	58.67 %	56.2 %	40.56 %	47.75 %
Improvement	-3.70 %	5.49 %	-0.82 %	9.3 %	-62.6 %	17.34 %	97.8 %	79.4 %	9.29 %

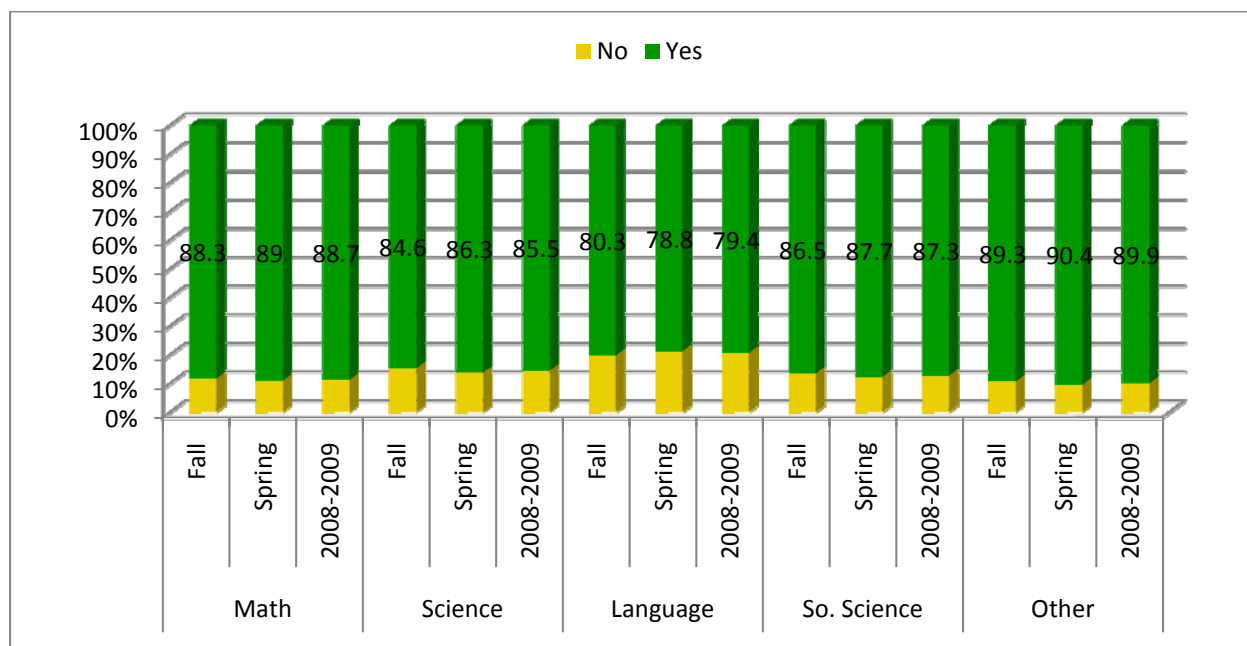


The Homework Assistance Program

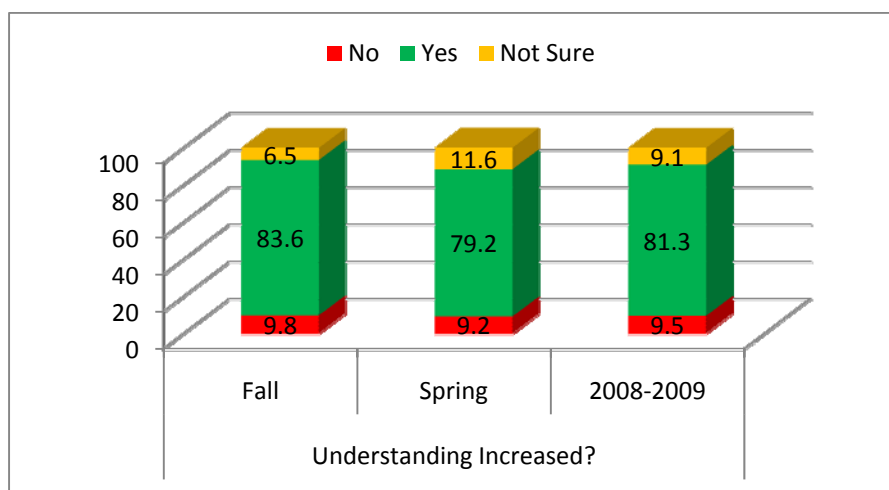
In collaboration with other TRIO pre-college programs and the Kansas Kids @ GEAR UP program, Talent Search provides drop-in tutoring and homework assistance to

participants in grades six through 12. HAP is available Monday through Thursday from 3:30p.m to 6:30p.m. The following charts provide valuable information on the usage and the impact of the HAP on program participants.

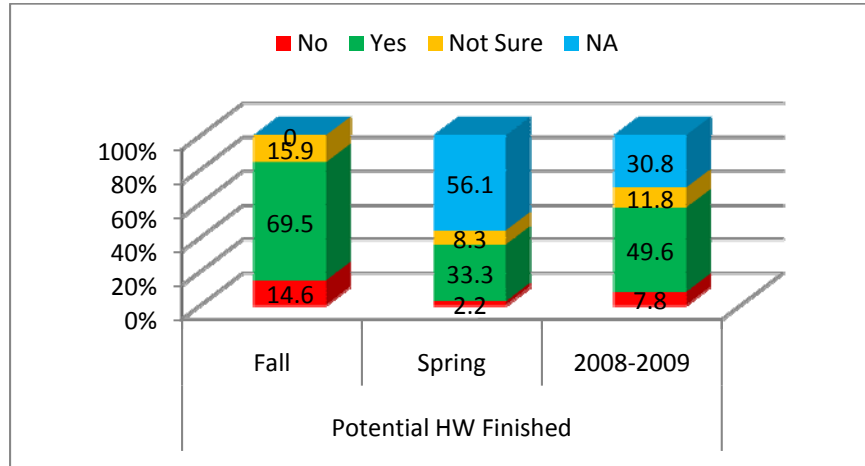
Homework Finished



Understanding Increased



Potential Homework Finished



Benefits of the HAP



Tutorial Assistance








Access to Computers















Quiet Study Environment







Schools Served







The program is the largest TRIO program in the state (serving the most students and level of funding received). Below is a list of the schools where students attended and the number of students served from each school.





NCESID	School Name	City, State, Zip	Number of Students Served
201299000347	<p style="text-align: center;">SOUTH HIGH SCHOOL*</p>  <p style="text-align: center;">http://south.usd259.org</p>	WICHITA, KS 67217	174
201299000348	<p style="text-align: center;">SOUTHEAST HIGH SCHOOL*</p>  <p style="text-align: center;">http://southeast.usd259.org</p>	WICHITA, KS 67218	143
201299000350	<p style="text-align: center;">HEIGHTS HIGH SCHOOL*</p>  <p style="text-align: center;">http://heights.usd259.org</p>	WICHITA, KS 67219	116
201299000337	<p style="text-align: center;">MAYBERRY MIDDLE SCHOOL*</p>  <p style="text-align: center;">http://mayberry.usd259.org</p>	WICHITA, KS 67213	112
201299001694	<p style="text-align: center;">NORTHEAST MAGNET HIGH SCHOOL*</p>  <p style="text-align: center;">http://northeast.usd259.org</p>	WICHITA, KS 67214	109

201299000346	<p>NORTH HIGH SCHOOL*</p>  <p>http://north.usd259.org</p>	<p>WICHITA, KS 67203</p>	<p>96</p>
201299000344	<p>EAST HIGH SCHOOL*</p>  <p>http://east.usd259.org</p>	<p>WICHITA, KS 67211</p>	<p>93</p>
201299000334	<p>MARSHALL MIDDLE SCHOOL*</p>  <p>http://marshall.usd259.org</p>	<p>WICHITA, KS 67203</p>	<p>77</p>
201299000326	<p>ALLISON MIDDLE SCHOOL*</p>  <p>http://allison.usd259.org</p>	<p>WICHITA, KS 67213</p>	<p>62</p>
201299000349	<p>WEST HIGH SCHOOL*</p>  <p>http://west.usd259.org</p>	<p>WICHITA, KS 67213</p>	<p>61</p>
201299001799	<p>STUCKY MIDDLE SCHOOL*</p>  <p>http://stucky.usd259.org</p>	<p>WICHITA, KS 67220</p>	<p>59</p>

201299000327	<p>BROOKS MIDDLE SCHOOL*</p>  <p>http://brooks.usd259.org</p>	WICHITA, KS 67206	58
201299000351	<p>NORTHWEST HIGH SCHOOL*</p>  <p>http://northwest.usd259.org</p>	WICHITA, KS 67212	52
201299000345	<p>METRO-BOULEVARD ALTERNATIVE*</p>  <p>http://metroblvd.usd259.org</p>	WICHITA, KS 67211	44
201299000330	<p>HADLEY MIDDLE SCHOOL*</p>  <p>http://hadley.usd259.org</p>	WICHITA, KS 67212	38
200636001387	<p>GALENA HIGH SCHOOL*</p>  <p>www.usd499.org</p>	GALENA, KS 66729	35
201299000342	<p>WILBUR MIDDLE SCHOOL*</p>  <p>http://wilbur.usd259.org</p>	WICHITA, KS 67212	31

201299000331	<p>HAMILTON MIDDLE SCHOOL*</p>  <p>http://hamilton.usd259.org</p>	WICHITA, KS 67211	28
201299000339	<p>PLEASANT VALLEY MIDDLE SCHOOL*</p>  <p>http://pvmiddle.usd259.org</p>	WICHITA, KS 67204	28
201299000329	<p>COLEMAN MIDDLE SCHOOL*</p>  <p>http://coleman.usd259.org</p>	WICHITA, KS 67206	26
201299000340	<p>ROBINSON MIDDLE SCHOOL*</p>  <p>http://robinson.usd259.org</p>	WICHITA, KS 67208	24
201299000338	<p>MEAD MIDDLE SCHOOL*</p>  <p>http://mead.usd259.org</p>	WICHITA, KS 67211	22
201299001693	<p>METRO-MIDTOWN ALTERNATIVE*</p>  <p>http://metromidtown.usd259.org</p>	WICHITA, KS 67214	22

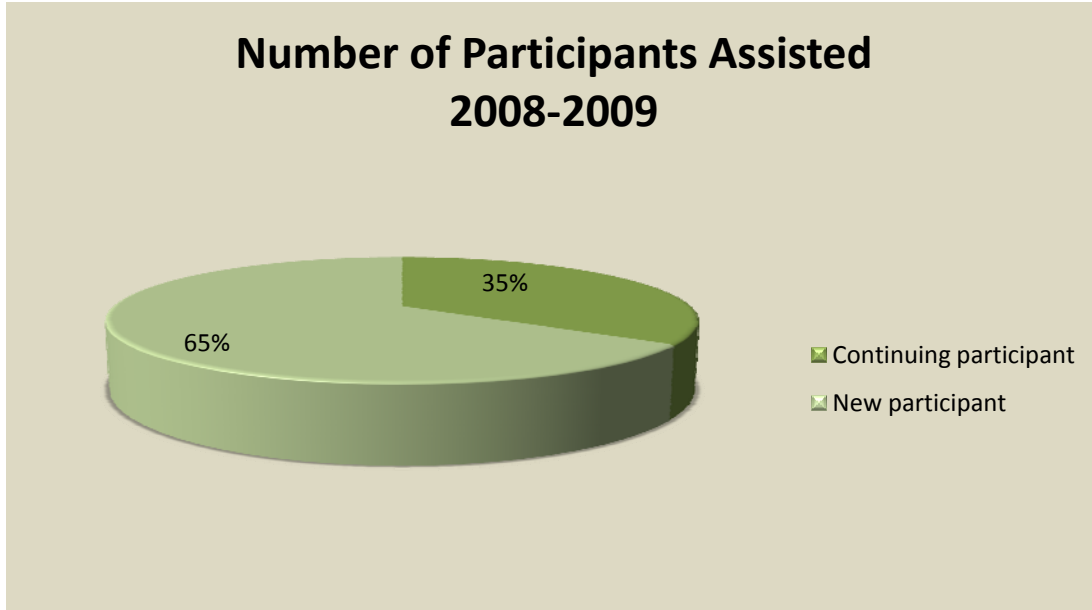
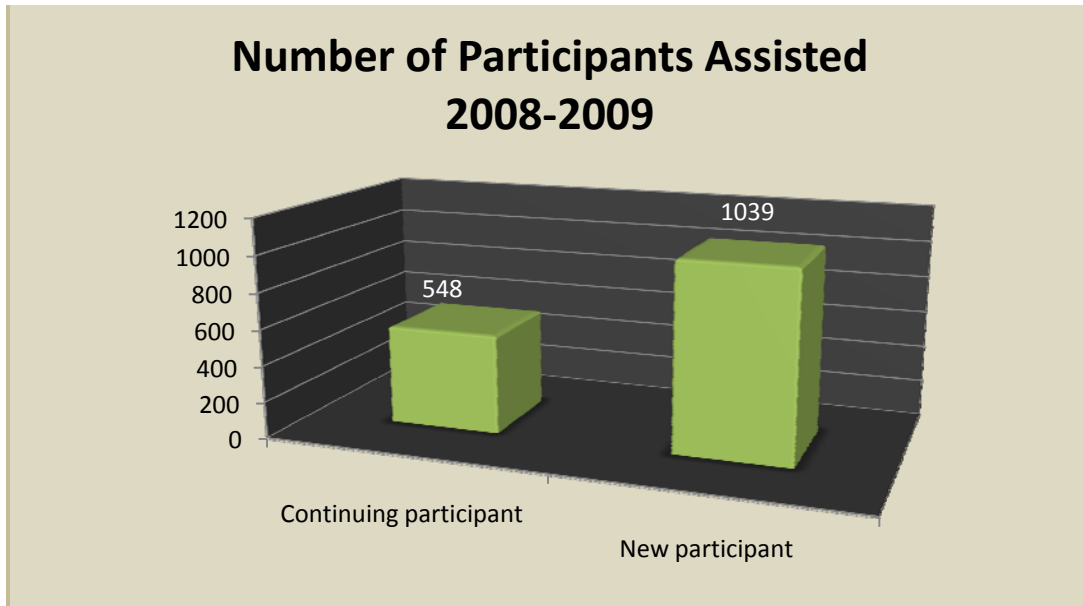
201299001697	<p>METRO-MERIDIAN HIGH SCHOOL*</p>  <p>http://metromeridian.usd259.org</p>	<p>WICHITA, KS 67213</p>	<p>20</p>
201299000328	<p>CURTIS MIDDLE SCHOOL*</p>  <p>http://usd259.org</p>	<p>WICHITA, KS 67218</p>	<p>16</p>
201299000646	<p>BLACKBEAR BOSIN ACADEMY*</p>  <p>www.usd259.org</p>	<p>WICHITA, KS 67208</p>	<p>15</p>
201152000446	<p>SEDAN HIGH SCHOOL*</p>  <p>http://www.usd286-sedan-ks.org</p>	<p>SEDAN, KS 67361</p>	<p>8</p>
00489542	<p>HOLY SAVIOR CATHOLIC ACADEMY</p>  <p>http://www.holy-savior.org</p>	<p>WICHITA, KS 67218</p>	<p>5</p>
200546001598	<p>DERBY MIDDLE SCHOOL</p>  <p>http://www.derbyschools.com</p>	<p>DERBY, KS 67037</p>	<p>3</p>

201299001100	<p>GATEWAY ALTERNATIVE*</p>  <p>http://www.usd259.com</p>	WICHITA, KS 67204	1
201299001904	<p>GORDON PARKS ACADEMY*</p>  <p>http://gordonparks.usd259.org</p>	WICHITA, KS 67219	1
00489724	<p>ST. JUDE CATHOLIC SCHOOL</p>  <p>http://www.stjudewichita.com</p>	WICHITA, KS 67217	1
00489688	<p>ST. MARY PARISH CATHOLIC SCHOOL</p>  <p>http://www.stmarysderby.com/</p>	DERBY, KS 67037	1

*Target School

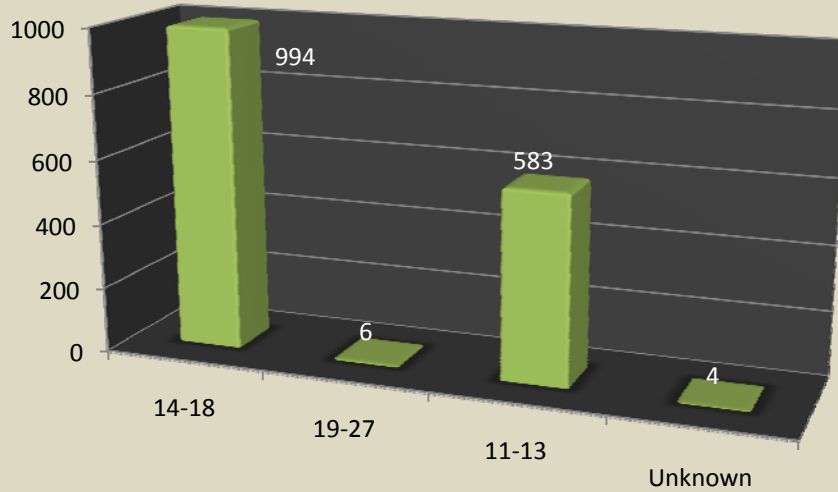
Program Statistics

The following pages provide a comprehensive glance at the demographics of the program.

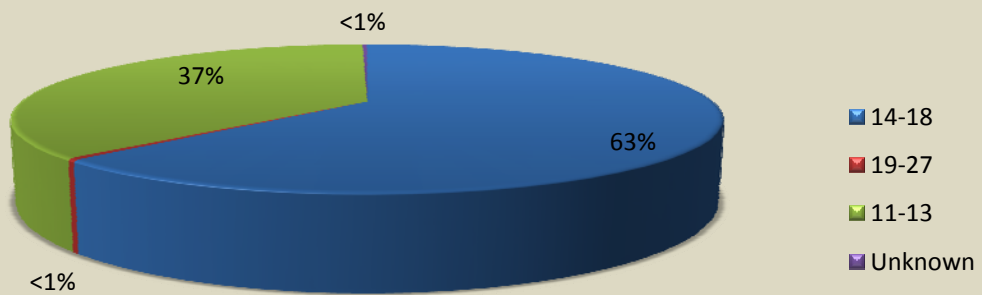


The majority of the program participants for the grant year were new to the program, while nearly a third of the participants returned for services.

Participant Distribution by Age 2008-2009

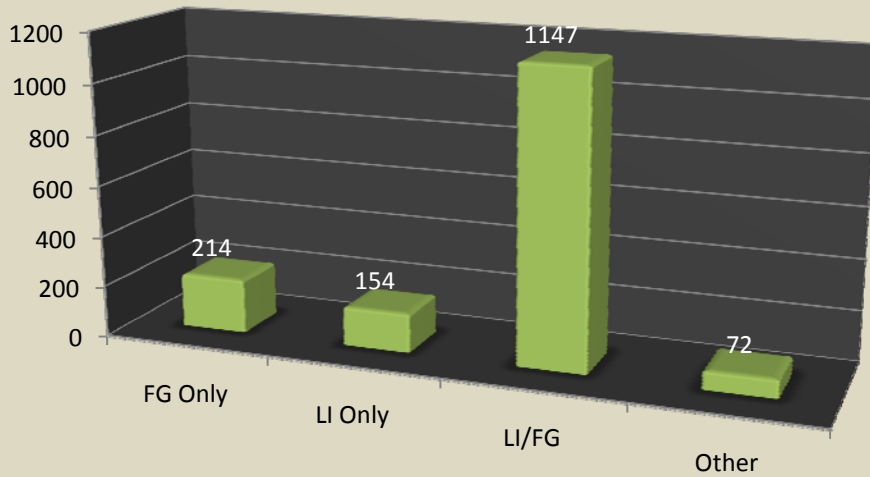


Participant Distribution by Age 2008-2009

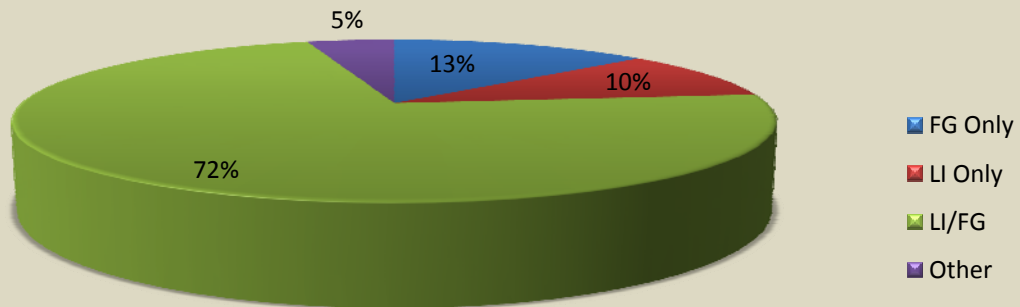


The majority of the program participants were 14-18 years of age (high school students) followed by 11-13 years of age (middle school students).

Participant Distribution by Eligibility 2008-2009

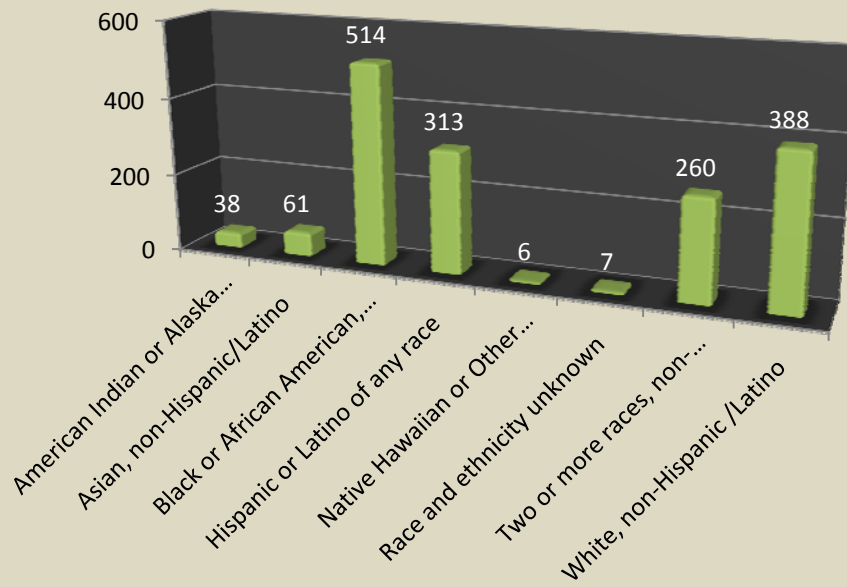


Participant Distribution by Eligibility 2008-2009

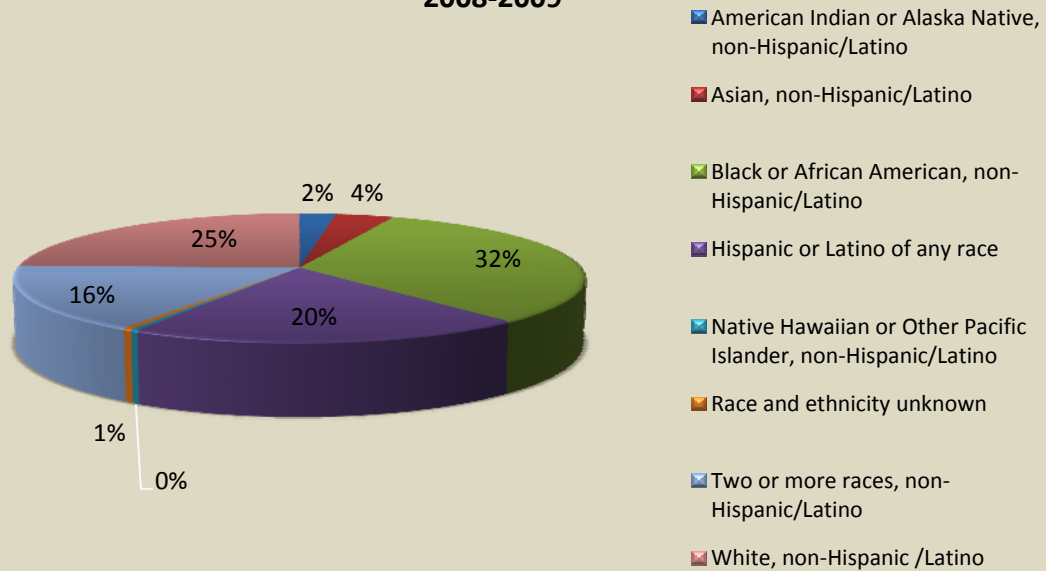


Low income and potential first generation college students (LI/FG) construct the majority of the students served by the program. This signifies that the program is meeting the legislative requirement that at least two-thirds of participants must be both LI & FG.

**Participant Distribution by Race and Ethnicity
2008-2009**

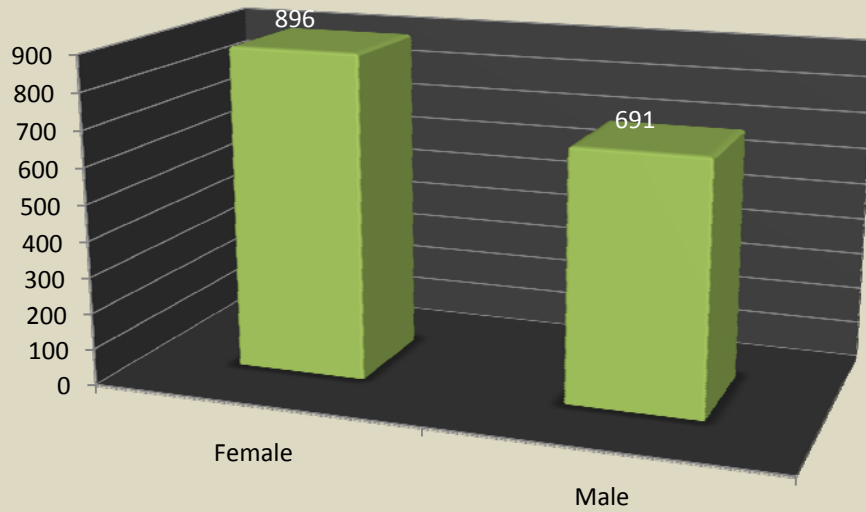


**Participant Distribution by Race and Ethnicity
2008-2009**

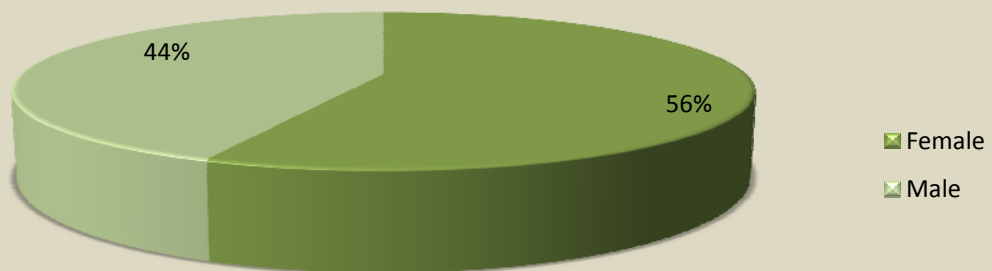


The program served a diverse student population with a high number of students from underrepresented groups targeted.

Participant Distribution by Gender 2008-2009

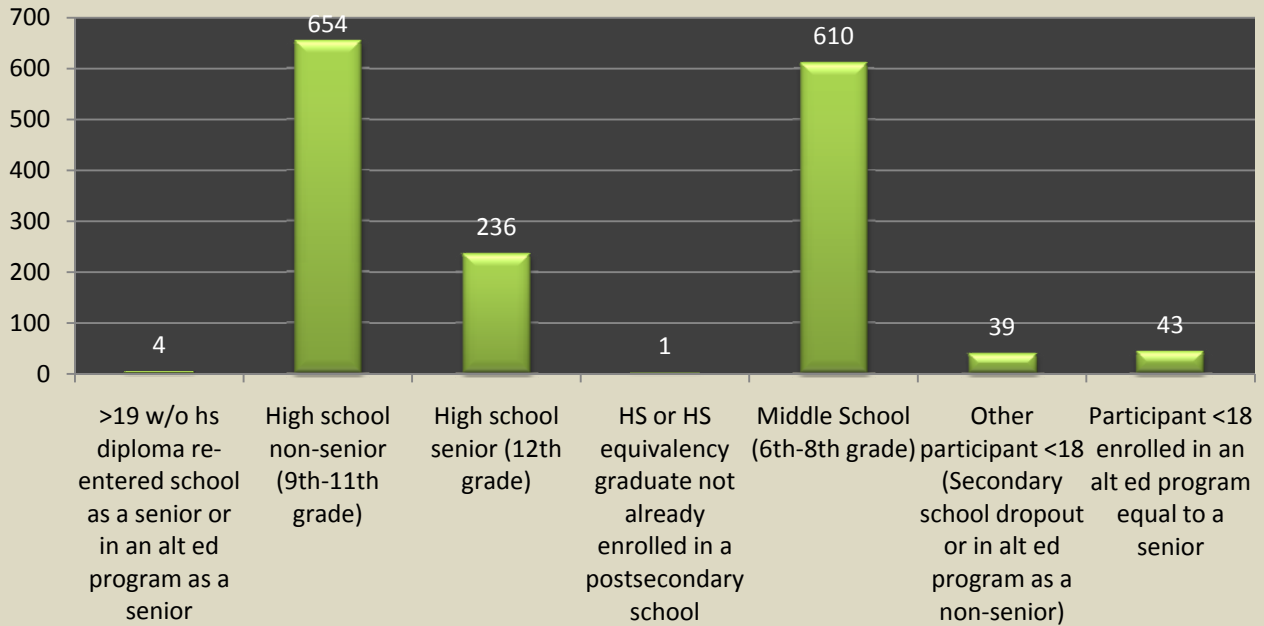


Participant Distribution by Gender 2008-2009

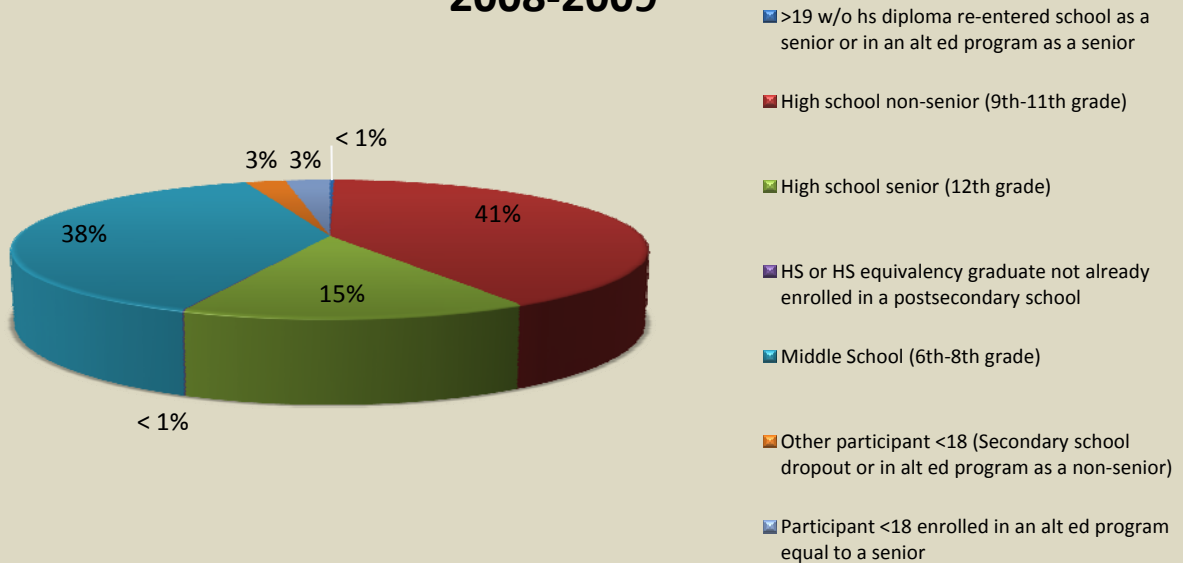


While female participants outnumber male participants, the program’s efforts to ensure that more males are targeted and selected for program participation is effective.

Educational Status of Participants 2008-2009

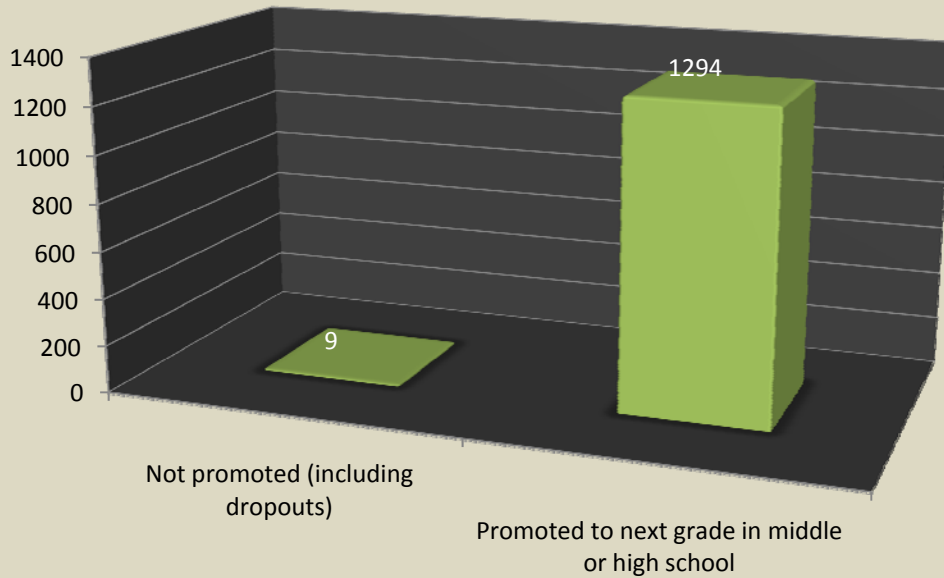


Educational Status of Participants 2008-2009

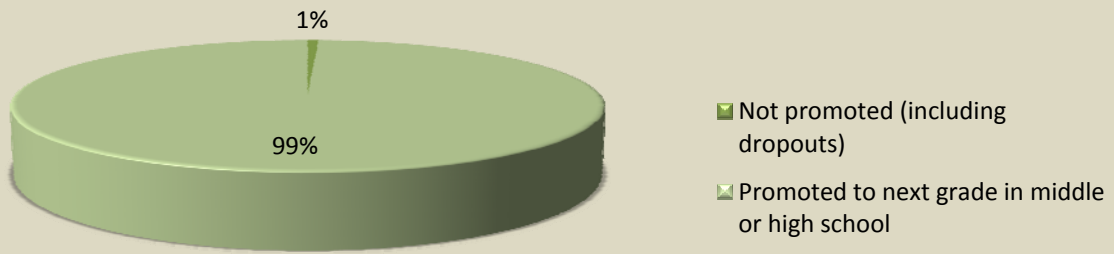


The majority of students served during the grant year were ninth to eleventh graders.

Distribution of Middle and High School Promotion 2008-2009

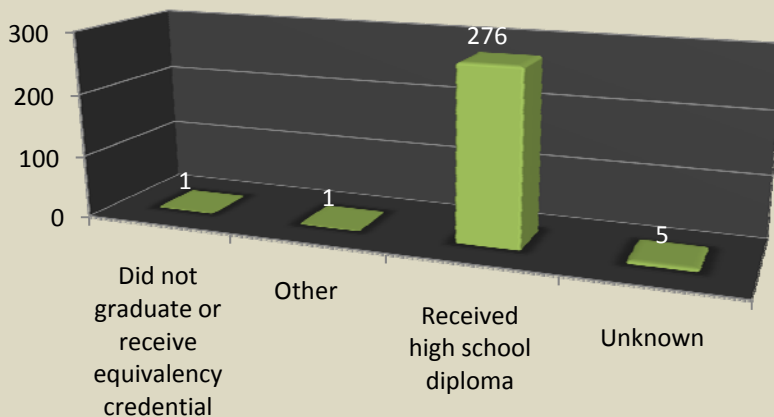


Distribution of Middle and High School Promotion 2008-2009

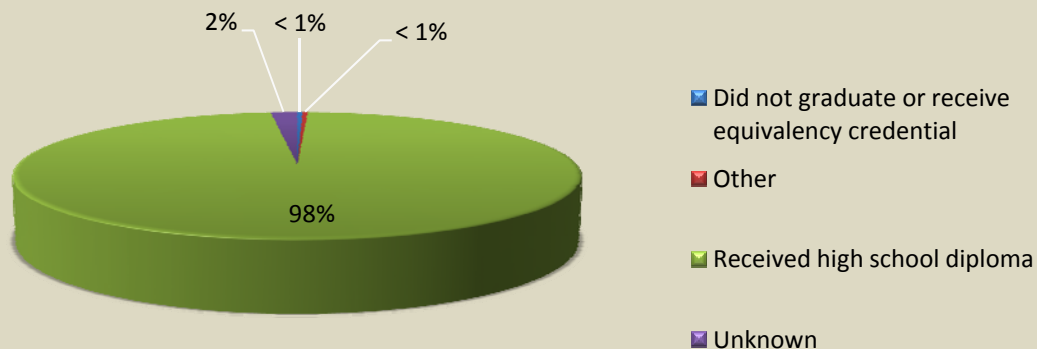


The outcome for “non-senior secondary school participants” exceeded the objective of 90 percent who were promoted to the next grade level.

Ending Educational Status of Senior Participants 2008-2009

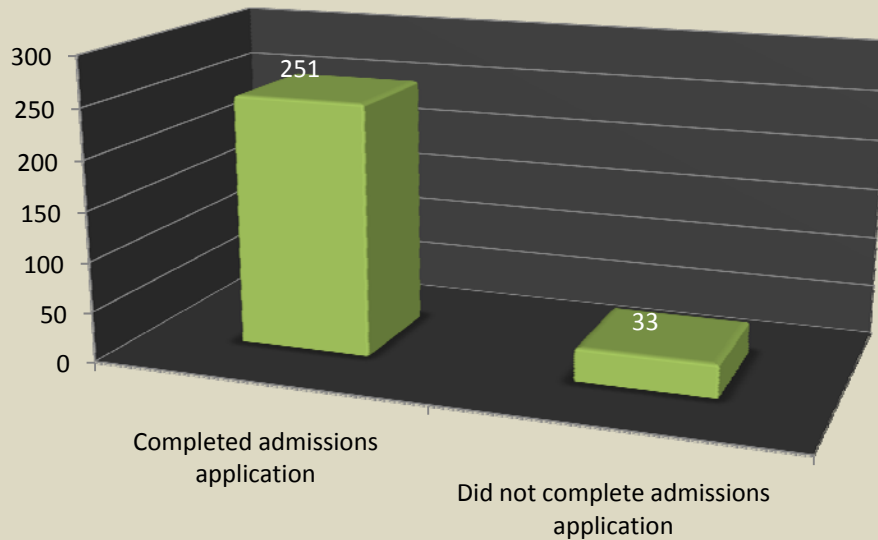


Ending Educational Status of Senior Participants 2008-2009

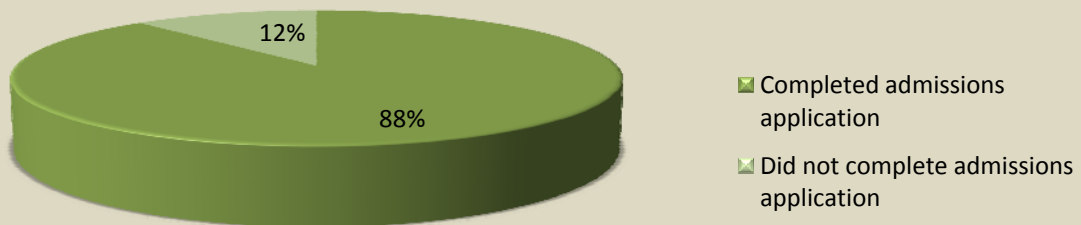


The majority of high school seniors and their equivalents received a high school diploma. The program surpassed its goal of 90 percent of high school seniors (and their equivalents in alternative education programs) that graduated from secondary school or received a certificate of high school equivalency during the grant year.

"College Ready" Participants and Admissions Application 2008-2009

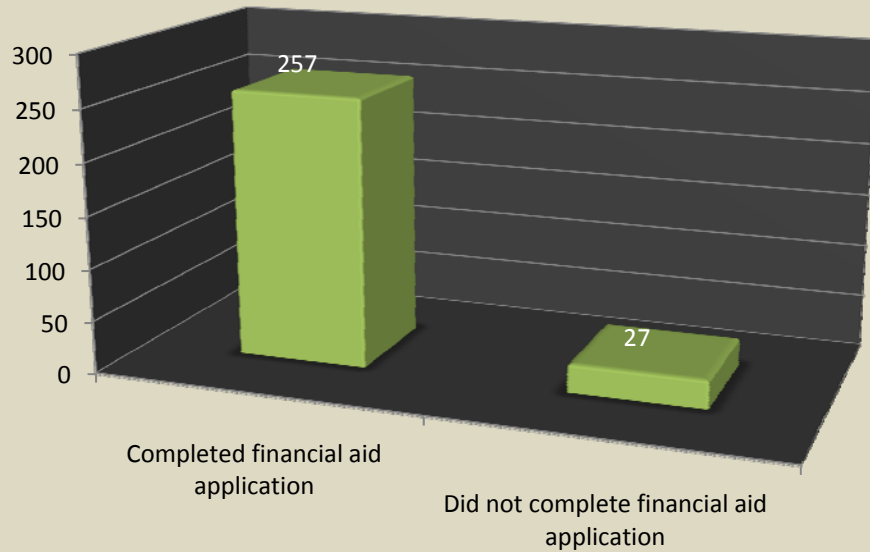


"College Ready" Participants and Admissions Application 2008-2009

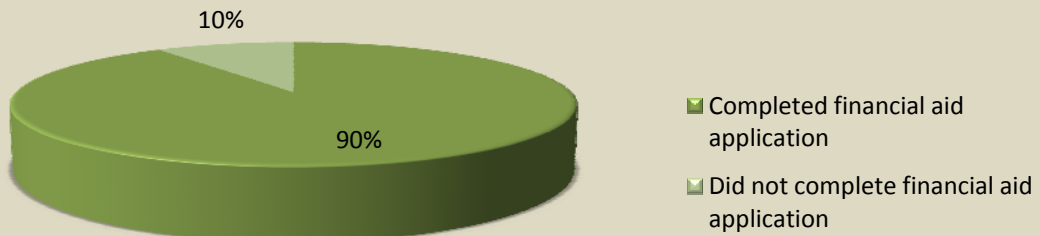


Ensuring that eligible students apply for postsecondary school admission is critical in whether or not the student will actually enroll. The program surpassed its goal of 80 percent of "College Ready" participants who applied for postsecondary school admission.

"College Ready" Participants and Financial Aid Applications 2008-2009

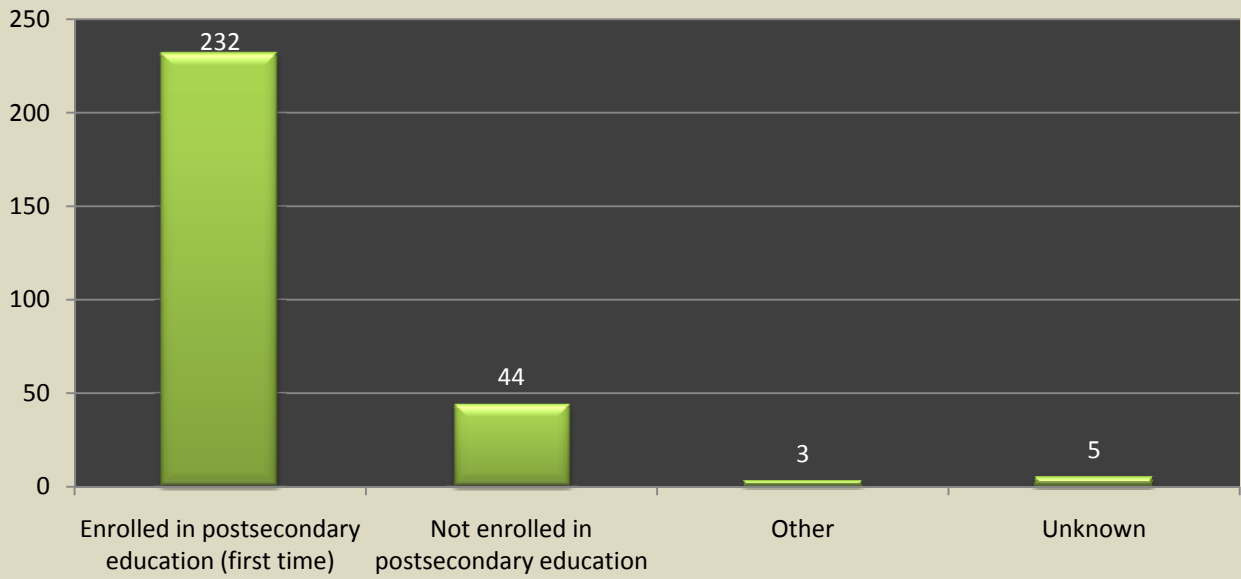


"College Ready" Participants and Financial Aid Applications 2008-2009

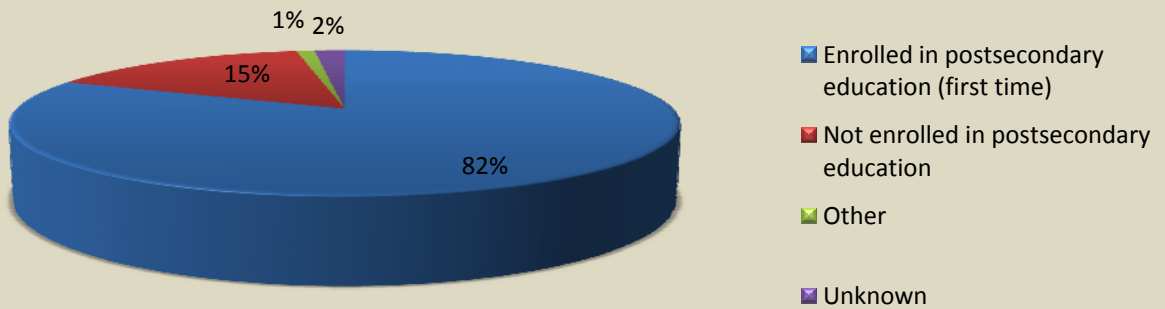


The program exceeded its goal of 80 percent of "College Ready" participants who applied for financial aid. Financial aid includes grants, loans and scholarships.

**Postsecondary Educational Status of "College Ready" Participants
2008-2009**

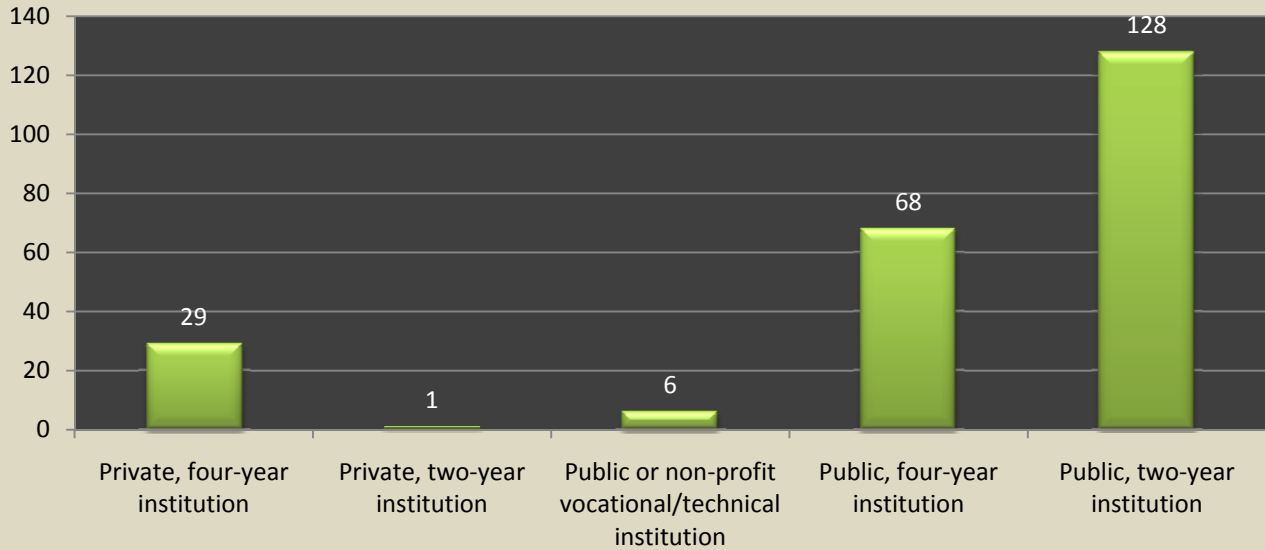


**Postsecondary Educational Status of "College Ready" Participants
2008-2009**

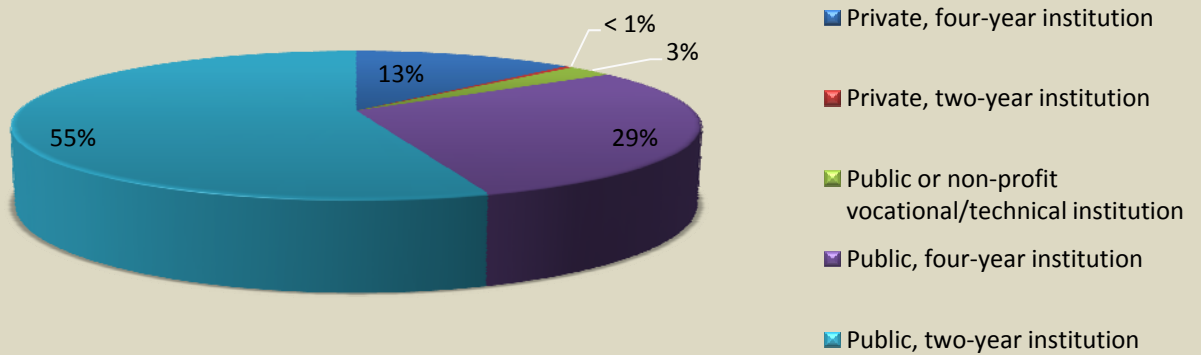


The results for "College Ready" participants surpassed the objective of 75 percent who enrolled in postsecondary education by the fall 2009 term.

**Postsecondary Institution Types of "College Ready" Participants' Enrollment
2008-2009**



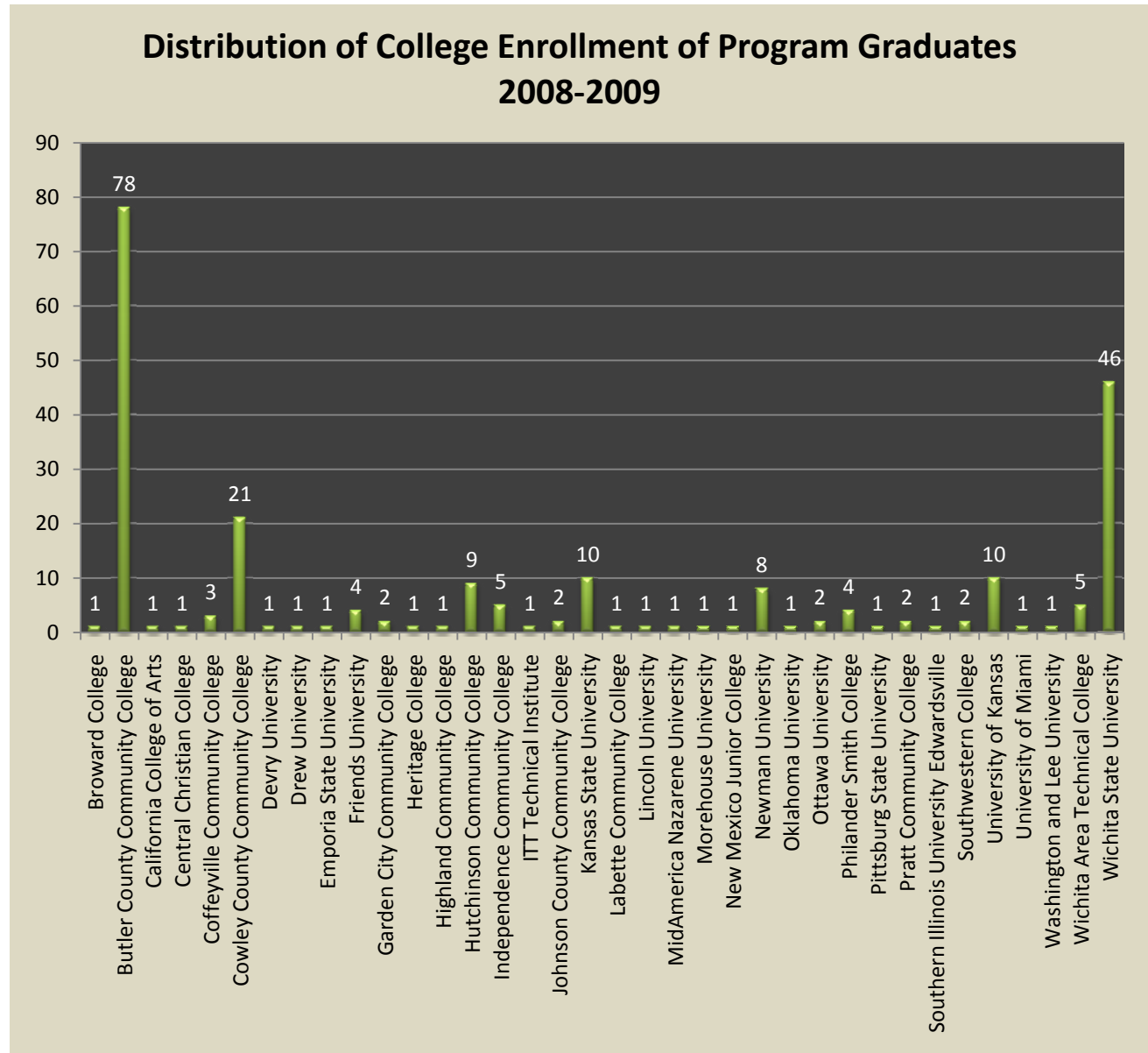
**Postsecondary Institution Types of "College Ready" Participants' Enrollment
2008-2009**



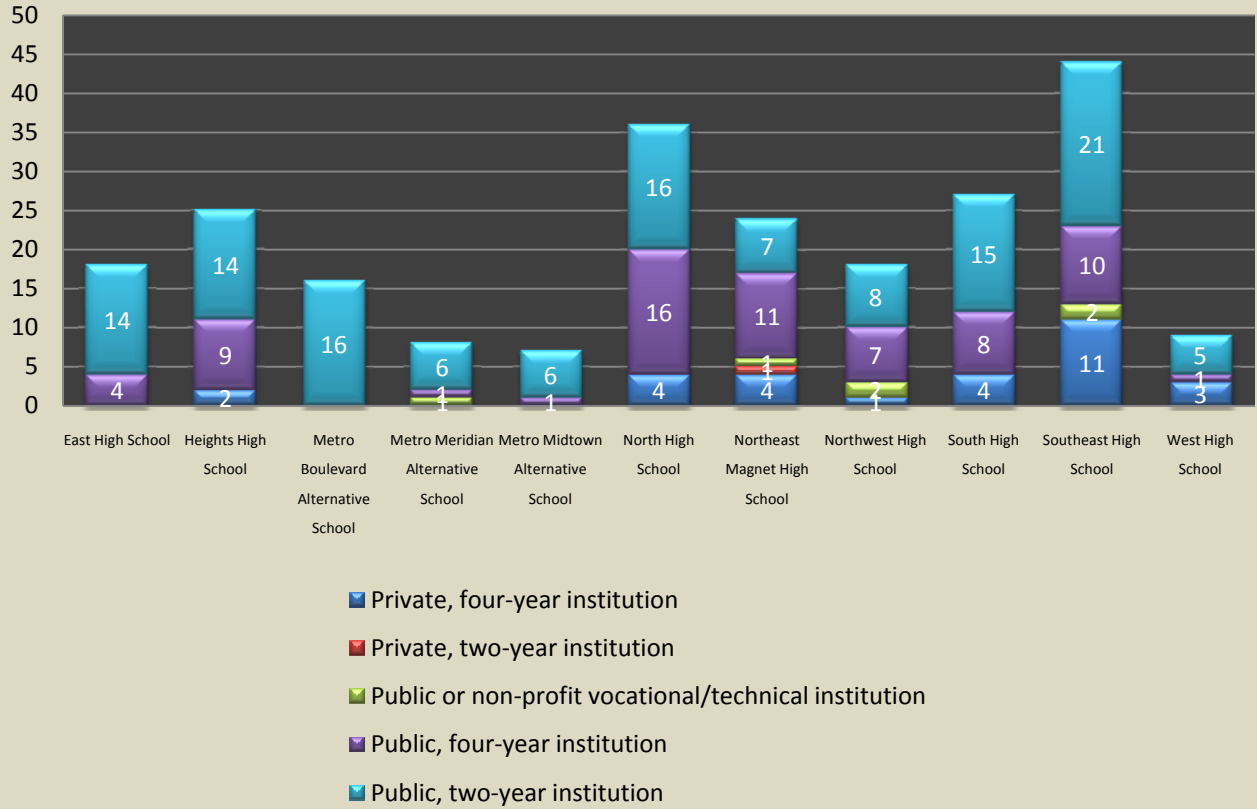
The majority of "College Ready" participants who enrolled in postsecondary education attended a public two-year institution or a public four-year institution.

Postsecondary Education Status 2008-2009

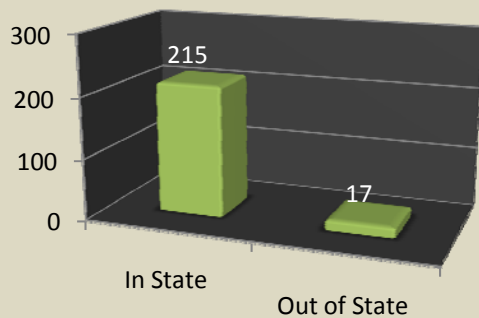
The program served 283 seniors from 11 different high schools. Two-hundred and thirty-two (82 percent) graduates enrolled in postsecondary education (PE), while the other 51 (18 percent) students were either not enrolled in postsecondary education, unknown, or other. The following graphs reflect the number of program graduates by PE enrolled, high school graduated from and name of PE institution participants are enrolled.



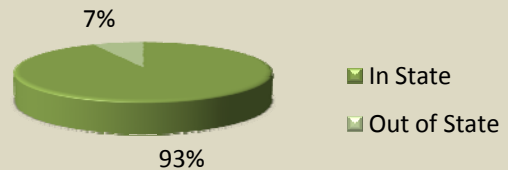
Distribution of Types of Postsecondary Institution Participants Are Enrolled By High School 2008-2009



Distribution of College Enrollment by Localities of Program Graduates 2008-2009



Distribution of College Enrollment by Localities of Program Graduates 2008-2009



Evaluation of TRIO Talent Search/Project Discovery Sixth to Eleventh Grade Evaluation of Services

Surveys were randomly administered to 191 sixth to eleventh grade participants. The students were enrolled in the following schools:

High School	N
East	6
Heights	32
North	10
Northeast	10
Northwest	8
South	24
Southeast	17
West	3
Total	110

Middle School	N
Allison	8
Blackbear Bosin	3
Brooks	11
Coleman	20
Hadley	5
Hamilton	1
Mayberry	31
Pleasant Valley	2
Total	81

The survey was based on a Likert-Scale (0=Poor, 1=Fair, 2=Good, and 3=Excellent); participants were asked to rate services and information received from the program. The evaluation of services slightly differed among the grade classifications. For example, middle school students were asked to respond to questions on organizational skills, time management, test taking information and tutoring. High school students were asked to respond to additional questions on scholarship information, career testing and financial aid workshop. The matching questions included financial aid

information, ACT workshop, ACT information, personal counseling, college information, academic counseling, mentoring, study skills information and career information/counseling.

The following tables include responses for both middle school and high school participants to the following statement: "Check only those services which you received during the 2008-2009 school year and rate your satisfaction."

Financial Aid Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	11	5.7
Good	80	41.9
Excellent	71	37.2
No Response	29	15.2
Total	191	100.0

ACT Workshop

Rating	Frequency of response	Percent of response
Poor	1	0.5
Fair	8	4.2
Good	29	15.2
Excellent	31	16.2
No Response	122	63.9
Total	191	100.0

ACT Information

Rating	Frequency of response	Percent of response
Poor	2	1.0
Fair	16	8.4
Good	63	33.0
Excellent	75	39.3
No Response	35	18.3
Total	191	100.0

Personal Counseling

Rating	Frequency of response	Percent of response
Poor	1	0.5
Fair	21	11.0
Good	46	24.1
Excellent	51	26.7
No Response	72	37.7
Total	191	100.0

College Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	13	6.8
Good	58	30.4
Excellent	103	53.9
No Response	17	8.9
Total	191	100.0

Academic Counseling

Rating	Frequency of response	Percent of response
Poor	2	1.0
Fair	17	8.9
Good	51	26.7
Excellent	62	32.5
No Response	59	30.9
Total	191	100.0

Mentoring

Rating	Frequency of response	Percent of response
Poor	4	2.1
Fair	10	5.2
Good	41	21.5
Excellent	46	24.1
No Response	90	47.1
Total	191	100.0

Study Skills Information

Rating	Frequency of response	Percent of response
Poor	1	0.5
Fair	12	6.3
Good	50	26.2
Excellent	74	38.7
No Response	54	28.3
Total	191	100.0

Career Information/Counseling

Rating	Frequency of response	Percent of response
Poor	1	0.5
Fair	14	7.3
Good	66	34.6
Excellent	54	28.3
No Response	56	29.3
Total	191	100.0

The following tables include responses from middle school participants to the following statement: "Mark which services applied to you during the 2008-2009 program year and indicate your level of satisfaction."

Organizational Skills

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	5	6.0
Good	34	42.0
Excellent	42	52.0
No Response	0	0.0
Total	81	100.0

Time Management

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	9	11.1
Good	39	48.1
Excellent	31	38.3
No Response	2	2.5
Total	81	100.0

Test Taking Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	6	7.4
Good	31	38.3
Excellent	42	51.8
No Response	2	2.5
Total	81	100.0

Tutoring

Rating	Frequency of response	Percent of response
Poor	2	2.5
Fair	5	6.2
Good	15	18.5
Excellent	11	13.6
No Response	48	59.2
Total	81	100.0

The following tables include responses from high school participants to the following statement: "Check only those services which you received during the 2008-2009 school year and rate your satisfaction."

Scholarship Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	3	2.7
Good	21	19.1
Excellent	53	48.2
No Response	33	30.0
Total	110	100.0

Financial Aid Workshop

Rating	Frequency of response	Percent of response
Poor	2	1.8
Fair	3	2.7
Good	12	10.9
Excellent	25	22.7
No Response	68	61.8
Total	110	100.0

Career Testing

Rating	Frequency of response	Percent of response
Poor	2	1.8
Fair	4	3.6
Good	13	11.8
Excellent	20	18.2
No Response	71	64.5
Total	110	100.0

The following table includes responses on whether or not participants would recommend the program to other students.

Would you recommend TRIO Talent Search to others?

Rating	Frequency of response	Percent of response
Maybe	4	2.1
Yes	100	52.4
No	0	0.0
No Response	87	45.5
Total	191	100.0

The outcome illustrates that more than half of the responding participants would recommend the program to others. The participants were given the opportunity to give reasons as to why they would recommend the program. Respondents generally reported that the program strongly assisted them in getting ready for college and helped them to stay on track because of the wealth of knowledge they obtained from the staff. The other reason participants recommended the program was because it helped them with ACT preparation, guidance for the future, goal setting and campus visits.

Participants were also asked to indicate how often the information provided by the staff fulfilled their academic needs. Approximately 41 percent of the respondents reported they

“often” and “usually” received the information they needed to fulfill their academic needs.

The following table illustrates the responses of the participants.

How often EDA fulfill academic needs?

Rating	Frequency of response	Percent of response
Never	1	0.5
Seldom	3	1.6
Sometimes	15	7.9
Usually	38	19.9
Often	41	21.5
No Response	93	48.7
Total	191	100.0

Participants were requested to provide two suggestions on ways that the program could improve services to the students. Forty percent of the respondents suggested more frequent meetings. Seventeen percent suggested more information on financial aid. The rest of the suggestions ranged from one-on-one personal meeting, hands-on activities, college searches and weekend meetings. The participants were also asked what other services the program should provide. Twelve percent of the participants suggested mentoring kids, job search services and the remaining suggestions included those already provided by the program.

In general, the results demonstrate that the respondents were satisfied with the services they received. Nearly one-half of the responses were “excellent” ratings. The respondents commonly rated the majority of services and information as excellent with college information receiving the most “excellent” ratings, followed by ACT information and study skills.

Evaluation of TRIO Talent Search/Project Discovery Senior Evaluation of Services

The Senior Evaluation of Services surveys were administered to twelfth grade program participants. Sixty-nine participants completed the surveys and were enrolled in the following schools:

High School	N
East	9
Heights	15
North	12
Northeast	13
South	9
Southeast	10
West	1
Total	69

Participants were asked to mark the services they received and indicate their level of satisfaction based on a Likert-Scale (0=Poor, 1=Fair, 2=Good, and 3=Excellent). Students rated services including financial aid information, scholarship information, ACT workshop, ACT information, personal counseling, college information, academic counseling, financial aid workshop, mentoring, study skills information, career information / counseling and career testing.

Students were asked to respond to the following statement: “Check only those services which you received during the 2008-2009 year and rate your satisfaction.”

Financial Aid Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	1	1.5
Good	7	10.1
Excellent	58	84.1
No Response	3	4.3
Total	69	100.0

Scholarship Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	0	0.0
Good	9	13.0
Excellent	55	79.7
No Response	5	7.3
Total	69	100.0

College Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	0	0.0
Good	9	13.0
Excellent	58	84.1
No Response	2	2.9
Total	69	100.0

ACT Workshop

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	1	1.5
Good	14	20.3
Excellent	19	27.5
No Response	35	50.7
Total	69	100.0

Academic Counseling

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	2	2.9
Good	12	17.4
Excellent	29	42.0
No Response	26	37.7
Total	69	100.0

ACT Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	0	0.0
Good	14	20.3
Excellent	44	63.8
No Response	11	15.9
Total	69	100.0

Financial Aid Workshop

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	2	2.9
Good	7	10.1
Excellent	25	36.2
No Response	35	50.7
Total	69	100.0

Personal Counseling

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	0	0.0
Good	11	15.9
Excellent	36	52.2
No Response	22	31.9
Total	69	100.0

Mentoring

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	1	1.5
Good	9	13.0
Excellent	21	30.4
No Response	38	55.1
Total	69	100.0

Study Skills Information

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	3	4.3
Good	8	11.6
Excellent	24	34.8
No Response	34	49.3
Total	69	100.0

Career Information/Counseling

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	4	5.8
Good	16	23.2
Excellent	28	40.6
No Response	21	30.4
Total	69	100.0

Career Testing

Rating	Frequency of response	Percent of response
Poor	0	0.0
Fair	5	7.3
Good	7	10.1
Excellent	13	18.8
No Response	44	63.8
Total	69	100.0

The majority of the responses regarding services were rated as “excellent,” with college and financial aid information receiving the most “excellent” ratings followed by scholarship information. No services provided received “poor” ratings.

The following table includes responses on whether or not participants would recommend the program to other students.

Would you recommend TRIO Talent Search to others?

Rating	Frequency of response	Percent of response
Maybe	1	1.4
Yes	68	98.6
Total	69	100.0

Ninety-nine percent of the respondents would recommend the program to others.

Some of the reasons for recommending the program included:

- “because it will keep you on track on college planning”
- “it’s a good way to find out more about college and scholarships, and I already have recommended it”
- “the TRIO program was very informative about things like ACT and financial aid”
- “they actually take the time to help you through the entire college process”
- “great program, well rounded and compact with information. I already have recommended it”
- “excellent program makes college preparation stress free”
- “it is highly informative and motivational”

The participants were also asked to indicate their level of satisfaction with the assistance and information they had received. More than half of the respondents felt they had become more comfortable with the college admission process and became more aware of the deadline dates for college, scholarship, ACT and financial aid applications. Participants also indicated that they became more knowledgeable about the kinds/types of financial aid available and felt more comfortable about decision making regarding college.

The following tables illustrate the participants' responses to the following statements:

I felt comfortable with the college admissions process

Rating	Frequency of response	Percent of response
No	0	0.0
Unsure	1	1.5
Somewhat	7	10.1
Yes	60	87.0
No Response	1	1.4
Total	69	100.0

I became aware of the deadline dates

Rating	Frequency of response	Percent of response
No	2	2.9
Unsure	1	1.4
Somewhat	5	7.3
Yes	60	87.0
No Response	1	1.4
Total	69	100.0

I know about types of financial aid available

Rating	Frequency of response	Percent of response
No	2	2.9
Unsure	1	1.4
Somewhat	6	8.7
Yes	58	84.1
No Response	2	2.9
Total	69	100.0

I feel confident about decision making regarding college education

Rating	Frequency of response	Percent of response
No	1	1.4
Unsure	2	2.9
Somewhat	7	10.1
Yes	58	84.1
No Response	1	1.4
Total	69	100.0

I feel comfortable in assisting others to apply to college

Rating	Frequency of response	Percent of response
No	2	2.9
Unsure	1	1.4
Somewhat	5	7.2
Yes	38	55.1
No Response	23	33.3
Total	69	100.0

I feel less anxious about the ACT test

Rating	Frequency of response	Percent of response
No	6	8.7
Unsure	1	1.4
Somewhat	3	4.3
Yes	35	50.7
No Response	24	34.8
Total	69	100.0

I realized the importance of finishing high school

Rating	Frequency of response	Percent of response
No	1	1.4
Unsure	0	0.0
Somewhat	0	0.0
Yes	44	63.8
No Response	24	34.8
Total	69	100.0

I realized the importance of improving my GPA

Rating	Frequency of response	Percent of response
No	1	1.4
Unsure	0	0.0
Somewhat	3	4.3
Yes	42	60.9
No Response	23	33.3
Total	69	100.0

I understand the importance of career planning

Rating	Frequency of response	Percent of response
No	1	1.4
Unsure	0	0.0
Somewhat	1	1.4
Yes	43	62.3
No Response	24	34.8
Total	69	100.0

I understand the importance of college major

Rating	Frequency of response	Percent of response
No	1	1.4
Unsure	0	0.0
Somewhat	2	2.9
Yes	43	62.3
No Response	23	33.3
Total	69	100.0

I am confident to be my own advocate in the college process

Rating	Frequency of response	Percent of response
No	0	0.0
Unsure	1	1.4
Somewhat	3	4.3
Yes	42	60.9
No Response	23	33.3
Total	69	100.0

Participants were asked to give suggestions on other services the program should provide to students. More than half of the participants that responded to this question believed that the program already provided the services and information needed to help students. Although, one participant did suggest the program should offer more out of state campus visits. A couple of participants also wanted more information on scholarship opportunities.

Last but not least, the participants were requested to provide any additional comments; the following is a listing of those comments:

- “Everything was wonderful and enlightening! Thanks!”
- “I’m thankful for the assistance TRIO provided through the entire college preparation time in my life.”
- “It’s all good.”
- “TRIO is a great way to help students decide on a college.”
- “I also wish that the students who know what they want to do get different kinds of assistance than those who weren’t even sure they want to go to school.”



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TRIO Talent Search/Project Discovery is 100% funded by the U.S. Department of Education.

Funding for the 2008-2009 grant year was \$513,873.

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