



WICHITA STATE
UNIVERSITY

TRIO PROGRAMS

Talent Search – Project Discovery

2009-2010

Annual Report



“Your Key to Success”

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Message from the Director



As we enter the final year of our grant cycle, several changes have taken place within the Talent Search program at the federal level. First, our grant proposal to continue funding is being submitted to the U.S. Department of Education by the end of the year. If funded, the program will be secure through the 2015-2016 grant year. For the last three years, the program has been level funded and difficult sacrifices have had to be made. While students don't notice much difference in what the program offers to them, the staff is very aware of the funding and the implications it has on the program. Funding will continue to be a concern for the program as the President and Congress search for ways to reduce the deficit.

The regulations for the program were revamped earlier this year and several programmatic changes were made as a result. The staff has been aware that such changes were on the horizon and made significant strides in redesigning certain areas of the program. The staff is excited about the new changes. One of the major changes is providing services to low income and potential first generation college students who are enrolled in rigorous high school curriculums including the State Scholars Initiative, Kansas Scholars Curriculum, International Baccalaureate Program, and advanced placement courses. Additionally, the regulations now require the program to report on the long-term success of students as they complete postsecondary education. The program already works with the Office of Institutional Research in tracking students' enrollment in college, so this new regulation shouldn't pose a burden on the program.

For the second year in a row, the program has received a College Access Challenge Grant from the Kansas Board of Regents to expand the program. Most of the funding from this grant was directed towards the Middle School Summer Enrichment Program. Much appreciation is given to **Diane Lindeman** of the Kansas Board of Regents for her guidance and technical support in securing one of the grant awards.

Finally, many thanks are in order for WSU President **Don Beggs**, Vice President for Campus Life and University Relations **Wade Robinson** and Associate Vice President for Campus Life **Deltha Q. Colvin** for their leadership and unending support of the program. With them, the WSU Talent Search is one of the best Talent Search programs in the nation. Appreciation is in order for the program staff. These people work in the trenches and motivate disadvantaged students to not only consider college, but get them in the door. The staff includes **Manivone Souriya, Stephanie Haynes, Myron Richard, Tia Owens, Johana Salas, Ryan Seme, Karen Duncan** and **Logan Stork**. The many student employees who serve as tutors at the middle schools also deserve credit for their efforts.

Respectfully,

Larry Ramos

Part I

- **Program Description and Mission Statement**
 - **Program Goals and Objectives**
 - **Services and Activities**

Program Description and Mission Statement

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

The mission of the 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.

The program received funding in 2009-2010 in the amount of \$513,873 from the U.S. Department of Education. Two additional grants totaling \$176,921 were received from the Kansas Board of Regents to support the Middle School Summer Enrichment Program, increase the number and scope of campus visits during the year, offer additional workshops on financial literacy and college entrance exams, and increase services provided during the Homework Assistance Program. A grant in the amount of \$1401.06 was also received from the Kansas State Department of Education for a summer food service 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/statistician, 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 1,500 participants at a cost of \$343 per participant. Participants were mostly from limited 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:

- 1,148 of the project students were promoted in middle school and/or high school
- 295 of the project participants received a high school diploma or equivalency
- 85 percent of the project seniors received technical assistance in completing college admissions applications
- 91 percent of the project seniors received technical assistance in completing student financial aid forms
- 87 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 mandatory 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 99.8 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 100 percent.*

Student Financial Aid:

Eighty percent of “college ready” project participants will apply for financial aid during each budget period. *The program achieved 91 percent.*

Postsecondary Education Admissions:

Eighty percent of “college ready” project participants will apply for postsecondary school admission during each budget period. *The program achieved 85.4 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 87 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' educational success, the program offers a wide array of services and activities to meet their needs. The following provides a brief overview of the services and activities provided by the program.

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

Counselors advise students on rigorous pre-college curriculum to ensure postsecondary eligibility. A month-long summer program on high school preparation 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 program students to complete online applications and to complete the FAFSA. Counselors review applications and students are advised of admission application fee waivers/grants for TRIO participants available at many colleges and universities. Workshops are offered throughout the year providing students information on financial literacy, scholarships and other related topics.

- **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. Counselors advise students on test taking strategies, good study habit development, what to expect on exam day, and other topics in order to help prepare students for exams. ACT registration fee waivers are provided to students who meet limited income guidelines.

- **Mentoring and career counseling**

Students are paired with program staff or other professionals for mentoring relationships. Students shadow staff members during the year and are exposed to the day-to-day responsibilities of TRIO personnel. In addition, workshops are conducted in middle schools, high schools and community agencies on career and educational opportunities.

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

Tutoring and homework assistance is provided to program students. The program maintains a staff of five tutors to supplement learning for math and other subjects. Tutors work with students at USD 259 middle schools and also tutor students at the Homework Assistance Program (HAP), a collaborative program held on the WSU campus during the academic school year. At the HAP, students receive drop-in tutoring, homework assistance and access to the internet.

During the months of June and July, up to 50 students are selected for the program's Summer Enrichment Program (SEP). The SEP is held on the WSU campus and students attend classes for math, language arts, study skills and computer technology. During the SEP, students

also participate in TRIO Quest, a photo essay contest promoting language arts, technology and creativity. Students attend educational field trips and campus visits. Motivational speakers are invited to challenge students. At the end of the each summer session, students partake in a talent show and awards and recognition ceremony.

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

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, high school equivalency, or GED so that they may be eligible to apply to postsecondary institutions.

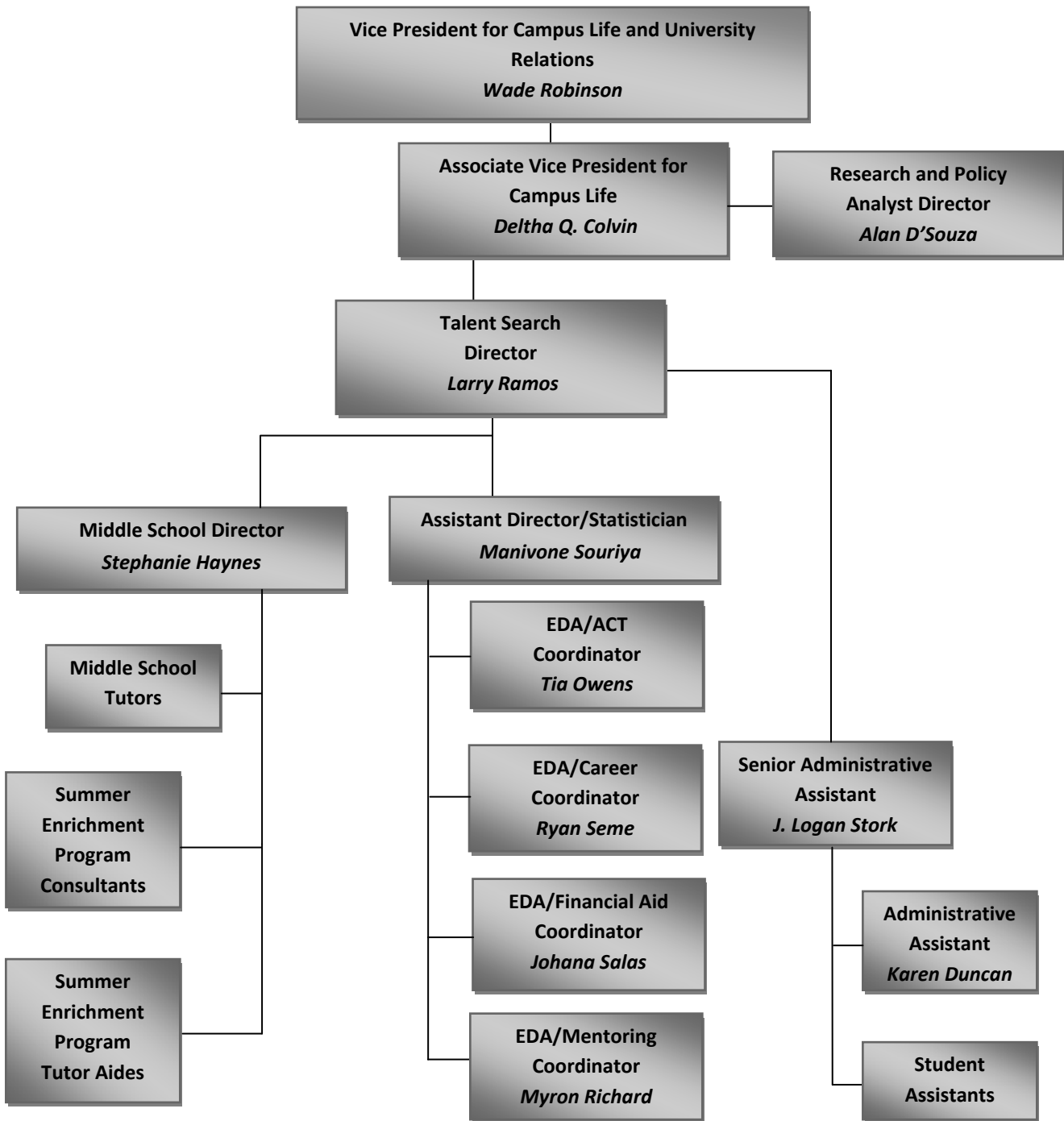
- **Campus visits**

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

Part II

- **Organizational Chart**
 - **Program Staff**
- **Professional Development**
 - **Program Publications**

Organizational Chart



Program Staff



Front row from left: J. Logan Stork, Stephanie Haynes, Manivone Souriya, Johana Salas, Tia Owens

Back row from left: Ryan Seme, Myron Richard, Karen Duncan, Larry Ramos

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

Ryan Seme, Educational Development Assistant/Career Coordinator

J. Logan Stork, Senior Administrative Assistant

Karen Duncan, Administrative Assistant



Professional Development

Throughout the year, staff participated in a variety of professional development opportunities that helped the program continue to be strong and successful. Staff attended conferences, workshops, university trainings and meetings, webinars and more.

Included in this section are featured professional development reports that showcase some of the many opportunities that the program staff has had during the year.

Council for Opportunity in Education 28th Annual Conference

Sept. 9-12, 2009

Larry Ramos attended the Council for Opportunity in Education (COE) 28th Annual Conference held in San Antonio, TX. The conference was held at the Grand Hyatt Hotel. It was estimated that over 2,000 people attended the four day conference. While most of the attendees were TRIO professionals from the United States, groups from Puerto Rico, Micronesia, Great Britain and Guam were also in attendance. The following provides an overview of some of the conference highlights according to Ramos.

Peter Sacks, author and self proclaimed social critic, spoke at the opening plenary session. Sacks has written numerous published essays and his books "Tearing Down the Gates: Confronting the Class Divide in American Education" and "Standardized Minds: The High Price of America's Testing Culture and What We Can Do to Change It" have received wide acclaim amongst academicians, economists and journalists. Sacks' remarks centered on the responsibility that the educational system has in

fostering a society where the rich and the poor grow closer together. America, he stated, currently has two educational systems—one for the rich and one for the poor. He commented that TRIO programs help limited income students experience the fullness of a good quality education but that more needs to be done to expand educational opportunities for the poor.

During the morning plenary session on the second day of the conference, the COE provided an update of what was happening in Washington, D.C. President of COE, Arnold Mitchem, was the main speaker. He gave a legislative update on TRIO funding and laid out the Council's plans for the coming weeks as the funding issue reaches conference committee negotiations. Mitchem and his staff informed the audience that the budgets by the President and the House of Representatives did not include an increase for TRIO. However, the Senate budget included a \$20 million increase. The final funding appropriation will most likely be a compromise before it reaches President Obama's desk for authorization. Should the funding not include an increase, COE estimates that a significant number of Student Support Services programs will cease to exist.

Later in the conference, Ramos attended a plenary session featuring Eugene Garcia, vice president for education partnerships at Arizona State University. Garcia is presently conducting research in the areas of effective schooling for linguistically and culturally diverse student populations funded by the National Science Foundation. He is a proponent of school reform and has written a concept paper entitled "Rethinking School Reform in the Context of Cultural and Linguistic Diversity: Creating a Responsive Learning Community." His most

recent books, "Hispanic Education in the United States: Raíces y Alas" and "Understanding and Meeting the Challenge of Student Diversity" were published in 2001. During his presentation, Garcia spoke about the educational achievement of Hispanic children and the research he has conducted in that area. An interesting point he made was that first generation and third generation Hispanics achieve higher in school than second generation Hispanics. Language and cultural adjustment play a large part in the under achievement of the second generation. Subsequent generations may have fewer adjustment issues probably because these generations have adapted to the cultural and language norms.

Other sessions that Ramos attended included "AVID and TRIO: A Win-Win Situation," presented by Adrian DeLeon, AVID integration manager, Chicago Public Schools and Carol Hicks, director of Talent Search at the University of Texas at El Paso; "Working with Young Adults Who are Out of School: The Role of TRIO," presented by Greg Darnieder, senior advisor to the Secretary, U.S. Department of Education, and Mateo Arteaga, director of Educational Outreach Services at Central Washington University; "The New FAFSA: What has Changed? What Could be Changing?" presented by Jesse Mangold, assistant director of Financial Aid and Scholarships at Texas State University. Each of these sessions provided Ramos with valuable information and guidance. In particular, the session regarding AVID and TRIO brought to light many potential areas for collaboration between the entities.

Overall, Ramos felt the conference was well planned and carried out. There was ample opportunity to converse with TRIO colleagues in similar programs to share ideas and exchange

best practices. Generally, when Ramos attends the annual COE conference, he looks for information and ideas that can be shared with the program staff to keep them abreast of current issues and improve program services. The hottest topic of the conference was the Higher Education Opportunity Act (HEOA). While the HEOA has yet to become law, there has been much discussion among TRIO personnel about its official publication date, final wording and the impact it will have on each of the TRIO programs. The conference succeeded in bringing the TRIO community up to date on the status of the HEOA. Ramos concluded that it is time to implement program practices to accommodate the forthcoming challenges.

ACT College and Career Readiness Workshop

Sept. 30, 2009

Stephanie Haynes, Tia Owens, Larry Ramos, Myron Richard, Johana Salas and Manivone Souriya attended the ACT College and Career Readiness Workshop hosted by the Wichita State University Counseling and Testing Center. John Lowe, ACT principal consultant, facilitated the workshop which centered on the organization's mission to help people achieve educational and workplace success. The information obtained at the workshop emphasized the importance of ACT testing services and the impact of helping students prepare for the EXPLORE, PLAN and ACT exams. The objectives of the workshop were to establish a common language among educators, define systems of excellence and to utilize data as the foundation for creating systems of excellence.

Lowe outlined the impact of college and career readiness skills needed by students in order to succeed beyond secondary education. He shared detailed research including benchmark scores that could be translated into skill applications needed by students for college readiness. Resource manuals and supplemental guides containing comprehensive data and results were distributed to attendees for further reference.

As in previous years, the facilitator described the three assessment tests available through ACT. EXPLORE is ACT's curriculum-based program for students in grades eight and nine. EXPLORE can serve as an early indicator of a student's college readiness as it examines reading level and math skills. It also offers students the chance to look at various career opportunities. The PLAN is a college readiness test for 10th-graders while the ACT test is for students in 11th and 12th grades. Each test is designed to supply a longitudinal assessment; beginning with a baseline, then a midline and concluding with a measurement of what students have learned in secondary education. ACT boasts being the only curriculum-based, research-validated system available to date.

Staff found the workshop useful and the information regarding the importance of obtaining assessment measurements of student performance very important. Data summaries allow educators and counselors to identify specific academic areas where intervention is needed in order to assist students in those areas.

Center for Student Opportunity Webinar

Nov. 11, 2009

Stephanie Haynes, Tia Owens, Larry Ramos, Myron Richard and J. Logan Stork attended the Center for Student Opportunity (CSO) Webinar hosted by Cara Martin, associate executive director and Matt Rubinoff, executive director. The CSO is dedicated to promoting higher education opportunities for potential first generation college students and other underserved college-bound students. The webinar aimed to familiarize college readiness programs like Talent Search with their interactive Web site and provide an overview of what their program offers students.

Martin began the webinar by leading participants through the Web site and demonstrating its many capabilities. Highlighted features included Ask the Experts, a page that allows students to reach a CSO member and ask questions regarding college, the Opportunity Scholars Blog, a blog written and updated by opportunity scholars, and Fast Facts, a page that displays basic information about participating universities.

In the next section of the webinar, Rubinoff gave a walkthrough of the site from a student's perspective which included the sign up process and My Guide page. Additionally, he spoke about the CSO Opportunity Scholarship, the nomination process and the benefits of being nominated. Some of these benefits include staying connected with colleges that students are interested in attending, e-newsletters, college admissions guidance and support, eligibility for the scholarship program and a chance to participate in the blog.

CSO offers a variety of helpful services that could assist program students as they embark on their journey toward postsecondary education.

KASFAA Counselor Training

Nov. 12, 2009

Stephanie Haynes, Tia Owens, Johana Salas, Larry Ramos, Myron Richard and Manivone Souriya attended the Kansas Association of Student Financial Aid Administrators (KASFAA) Counselor Training hosted at the university. The team of financial aid professionals who collaborated to offer the training included Elaine Henrie, director of the Office of Student Financial Aid at Emporia State University, April Keim, assistant director of customer service and training at WSU, and Marla Schinstock, administrative specialist-scholarships at WSU. The training included a review of the College.gov and FAFSA4Caster Web sites, information on scholarship searches and fraud, an overview of financial aid and the Academic Competitive Grant.

Staff was excited to see that the presenters took the time to showcase the FAFSA4caster Web site. This resource promotes both financial literacy and early awareness by providing students an overview of the federal financial aid process. By instantly calculating federal student aid eligibility, this site helps students determine how they are going to pay for college. It also allows students to transfer FAFSA4caster data to FAFSA *on the Web*. Regrettably, the FAFSA4caster does not provide college specific estimates at this time. Instead, the cost of attendance is estimated using national statistics based on the type of school that the student may attend.

Staff was also impressed with the features of College.gov, a new Web site hosted by the Department of Education. Launched in 2008, it was designed to engage and empower students

with an “I’m going” theme. Besides providing information on why to go to college, how to go and how to pay, College.gov allows students to create their own customizable homepage and roadmap to college. Students can create an “I’m going” billboard with a photo and message of their own. Students can also take an assessment of their strengths and interests to learn about careers.

Common financial aid language such as cost of attendance (COA) and expected family contribution (EFC) was also discussed. The normally dry terminology was colored with memorable phrases and anecdotes making the content easy to talk about. The presenters covered Title IV Aid programs and potential changes that could occur in the future.

The training was very comprehensive and concluded with an informative question and answer session.

COE Rigorous Curriculum Webinar

March 9, 2010

Manivone Souriya attended the COE Rigorous Curriculum Webinar presented by Paula J. Martin, executive director of the Harlem Center for Education in New York City, NY.

In 2006, Congress established the Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (SMART) programs for students based on certain eligibility criteria. One of the requirements is that applicants complete a rigorous program of study. However, it was determined that a significant number of limited income students were not qualifying for the grants because they were not taking a rigorous program. Under the Higher Education

Reconciliation Act of 2005, it was required and implemented that rigorous curriculum be incorporated into some pre-college programs so that more limited income students would meet the criteria.

Martin discussed required services that Talent Search could relate to rigorous curriculum in order to increase the number of students participating in the ACG and SMART grants. She also provided highlights from Linda Byrd Johnson's, remarks at the recent SAEOPP Conference.

Souriya found the webinar very useful. Information regarding new required services and rigorous programs will be implemented in the 2010-2011 intake form and database.

32nd Annual MO-KAN-NE Professional Conference

April 6-9, 2010

Karen Duncan, Myron Richard, Johana Salas, Ryan Seme, Manivone Souriya and J. Logan Stork attended the 32nd Annual MO-KAN-NE Professional Conference in Kansas City, MO. The conference theme this year was Advancing Accountability and Collaboration.

Approximately 250 TRIO professionals from the tri-state area attended. The conference was well planned and organized under the leadership of MO-KAN-NE President Trent Ball from Southeast Missouri State University and Kimberly Hill, president-elect from St. Louis Community College.

The conference objectives were:

- To honor the tradition of chapter leadership and plan for the future.
- 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.

- To celebrate the chapter entering its fourth decade providing support, advocacy and training opportunities for the membership.

Every year, the conference provides many opportunities to learn and experience new things, including an opening and closing plenary, round table discussions, breakout sessions, speakers and more. There were several high points throughout the conference and excellent concurrent sessions available to select from.

Duncan and Stork attended the session, "Grace Under Pressure: Techniques for Maintaining Your Cool When Things Get Really Hot" presented by Kay Enlow with Hallmark Cards, Inc. The presentation began with Enlow describing some of the ways that workplace ethics have changed over the past 30 years resulting in higher job-related stress. She discussed how work pressures can affect employees physically, mentally and emotionally. The audience had the opportunity to participate in role playing activities about work conflicts. Enlow ended the session by giving the audience techniques for building resilience when dealing with stress in the workplace.

Richard attended the "Examples of TRIO and Non-TRIO Collaboration from Talent Search and GEAR UP Programs" session presented by Paul Trana, educational advisor, University of Kansas. Trana shared ideas about building relationships with counselors, teachers and administrators, and how to increase the impact of services provided by each program. Several

of the ideas offered in this session were already being utilized by the program such as informing students about community scholarships, providing campus visits, hosting a National TRIO Day, and providing homework and tutoring assistance.

Salas and Souriya attended the session, "High School Graduation Versus College Readiness: Auditing Student Transcripts for a Rigorous Curriculum," presented by Julie Scott, curriculum coordinator, Upward Bound Math Science, Wichita State University. This session focused on how to analyze student transcripts and how to promote the rigorous programs. Scott provided an example of a high school transcript to show the type of information it contains and how the information can be evaluated to identify different curriculum tracks. She also gave an example of a transcript summary and academic audit form, which can be used to intervene collaboratively with students, parents, TRIO personnel and school faculty to encourage college readiness. Souriya will develop a similar form that can analyze and track student academic progress on the database. Staff thought the session was very relevant to the direction that the program is headed.

Duncan, Richard, Salas, Seme, Souriya and Stork attended the session, "Making Financial Literacy Education Exciting for All Ages," presented by Katie Aranda, academic advisor for the Talent Search program at the University of Kansas. This session was fun and very informational. Aranda provided insight on how to make learning about financial literacy exciting by having the audience participate in several of the interactive games and icebreaker activities that she has had success with at KU Talent Search financial literacy workshops. Aranda also

offered the names of community agencies that provide programs like TRIO with free supplemental financial literacy information, guest speakers and online learning tools. This session proved that there are many ways to make financial literacy interesting, educational and enjoyable to participants of all ages. As Talent Search moves toward a stronger emphasis in financial literacy, it will be of great importance that the program utilizes such activities to enhance participant learning.

The highlight of the conference this year was the TRIO Achievers' Luncheon. Every year, members nominate outstanding former TRIO participants to receive this special recognition. To become a TRIO Achiever, the nominee must be a former TRIO program participant, have a baccalaureate degree, have made a significant civic, community or professional contributions, and acknowledge that their participation in TRIO has had a major impact in obtaining their educational and/or professional objectives. Two achievers were chosen this year: Bonnie Leiby, (pre-college programs) and Kerry Grosch, (adult programs). Leiby, who holds a jurist doctorate from Baylor University and a bachelor of arts from Missouri State University, credited Upward Bound Math Science from Crowder College with providing her the tools she needed to break free from poverty, get an education and become successful. Grosch graduated from Wichita State University with a bachelor of arts, a master of arts and a doctorate of philosophy. She participated in several TRIO programs during that time including Disability Support Services, the McNair Scholars Program and Student Support Services. Grosch spoke of the tremendous support she received from each of these programs at a time when she needed it the most and that she would not be here today,

no less with a college education, without them. The TRIO Achievers Luncheon serves as a reminder that TRIO continues to make a difference in the lives of thousands of first generation and limited income students throughout the MO-KAN-NE region and the country.

Richard and Souriya attended the “Program Exchanges and Best Practices” meeting facilitated by Julie Clayton, director, Talent Search, Emporia State University. Clayton began by providing updates on recent HEOA changes, including working with students enrolled in the rigorous programs. The group talked about the possible motivations and incentives that students need to help guide them toward completing a rigorous program. The majority of the group felt that an elimination of the ACG would affect student motivation to complete a rigorous program. Also discussed was how programs should determine the required percentage of participants completing a rigorous program of study. Most attendees agreed that working with students enrolled in a rigorous program could be challenging considering Talent Search students often demonstrate academic difficulties. There were a lot of unanswered questions after the session.

At the banquet, Rebera Elliott Foston, director of the Foston Institute of Holistic Mentoring and renowned author of 24 books, was the featured speaker. Foston, an expert on adolescent issues, is a nationally known poet and spoken work artist. Intermingling poems throughout her speech, Foston stressed the important mentoring roles that adults have on a daily basis to youth. She encouraged the audience to be aware of students’ unique backgrounds and provide them with emotional support. Her

speech concluded with the reciting of “You Don’t Live on My Street,” one of her most well known poems.

The conference concluded with the closing plenary during which the Regional Inspector General for Audit, Gary Whitman, spoke as the featured speaker. He presented on audit practices, providing the audience a general overview of the audit process. He emphasized specific compliance issues that his office sees most frequently when auditing TRIO programs. Such examples include failing to maintain documentation supporting the achievement of objectives, using grant funds for unallowable purchases and not being able to track equipment purchased.

The strong planning that the committee members, presenters, moderators and speakers put forth this year shined through, making the conference a success. The conference provided a great opportunity to network and exchange ideas among TRIO professionals and served as a reminder that when strong leaders get together, many goals can be accomplished.

Kansas ACT State Organization Annual Conference

April 7, 2010

Tia Owens attended the Kansas ACT State Organization Annual Conference, “Embracing the Future” developed for Kansas educators and ACT partners. The conference was held at the Hilton Hotel in Wichita. The purpose of the conference was to inform, educate and inspire Kansas academic professionals. Bill Rinkenbaugh, Kansas ACT State Organization council chair, led the agenda with a welcome and introduced the keynote speaker Charles Ramos, ACT outreach services director. Ramos

commented on ACT's extensive research and identified common test outcomes. Ramos described college readiness as being based on the actual success students experience in credit-bearing college entry level courses. Essentially, students need to be ready in middle school to experience a successful transition into high school by enrolling in the right core courses, with a strong focus on college readiness. In the handout provided, Ramos illustrated how nearly 30 percent of the nation's high school graduates are not enrolled in a rigorous program. Students who take rigorous curriculum are significantly more likely to be college and career ready. However, there are students whose scores meet all four benchmarks in English, math, reading and science who are not demonstrating that they are college ready. Ramos referred to this dichotomous concept as an unfulfilled promise. He described how the core courses may not be enough to ensure college and career ready students if the courses lack rigor, are not aligned with state and college standards of readiness, or are taught by ineffectively trained teachers.

The general session at the conference included a "Postsecondary Presidents" panel discussion which emphasized the expectations of incoming students, remedial issues and the need for increased rigor in secondary schools. Thereafter, a "Superintendent's" panel assembled to provide a secondary perspective for preparing students for postsecondary success during a time of numerous challenges and budgetary constraints. During lunch, Rinkenbaugh recognized several students who earned top composite scores of 36 on the ACT test.

The conference concluded with an afternoon plenary where Ramos continued his keynote message with highlights on ACT's recommendations for the state's role in academic readiness and the success of the educational system. The solutions suggested were to adopt fewer, but essential, college and career readiness standards, offer accessible rigorous programs, and begin monitoring college readiness early.

Owens came away from the conference considering new ideas and practices for stressing the importance of college and career success to students as early as middle school.

EdFund Webinars

May-June, 2010

Throughout the grant year, program staff participated in a series of webinars hosted by EdFund, a nonprofit corporation that provides financial information and services to students seeking higher education. The webinars gave staff the opportunity to become more financially literate by learning about recent changes to federal aid, loans and other topics.

Credit Reports and Scores

This webinar focused on how credit reports and scores work. What a credit report consists of, how the information is gathered and how to obtain a free report were explained. The factors that determine a credit score, such as amount owed and length of credit history, were discussed, along with the benefits of having good credit. The presenter also talked about how the financial decisions students make today will impact their future. This webinar was helpful to staff since the program promotes financial responsibility to students.

FAAS and Tax Knowledge

This webinar addressed Part I of IRS Publication 17, the income tax return and the Financial Aid Application Supplement (FAAS). The FAAS is a required document used by college admissions and financial aid offices to process financial aid applications for students for all federal and institutional need-based programs and the Parent PLUS loan program. The workshop aimed to provide a better understanding of the federal tax return for use in verification, professional judgment and other tax issues related to higher education. Participants reviewed income tax return forms, filing information, filing status, personal exemptions and classification of dependents. The webinar explored case studies and various scenarios professionals may encounter while helping families decipher their income tax forms for financial assistance applications.

IRS Data Retrieval

The new IRS data retrieval tool on the Federal Application for Free Student Aid (FAFSA) Web site functions was reviewed in this webinar. This new enhancement will not only expedite the FAFSA process, but it will also minimize data entry errors. A step by step visual demonstration of the process was shown to viewers to bring clarity. This webinar was particularly helpful since the program frequently provides assistance to students and their parents completing the FAFSA.

Professional Judgment

This webinar offered insight on how professional judgment works within financial aid departments at postsecondary institutions. Appropriate versus inappropriate professional judgment was reviewed. Additionally, the

presenter discussed what types of supporting documentation must be provided by students and their families when noting special considerations or unusual circumstances on the FAFSA. Examples of special circumstances were given and reviewed.

Promoting Financial Literacy

The purpose of this webinar was to overview the best methods to use when encouraging students to be well informed about financial responsibility. During the webinar, participants were asked to participate remotely by responding to various questions which surveyed their present knowledge about financial aid and how to disseminate information about financial aid to students. The webinar offered an informative dialogue about financial literacy and the need to optimize promotional efforts to both students and parents.

Post-Withdrawal Disbursements

This webinar gave information on post-withdrawal and the specifics of the return of Title IV (R2T4). A post-withdrawal disbursement is any type of late disbursement issued to a student who completely withdraws from postsecondary school. The amount owed to the student is calculated by R2T4 based on the date when the student withdraws. The workshop provided an understanding about the general principles of R2T4, the elements of the calculation and some special circumstances related to the post-withdrawal disbursement process. As with the other EDFUND webinars, participants were able to ask questions and evaluate the effectiveness of the workshop.

Understanding Deferment and Forbearance Options

The objective of this webinar was to educate counselors on the options available to students having difficulty making repayments on their federal student loans. Deferment and

forbearance are programs offered to students who borrowed federal loans to pay for college and are now having problems repaying them. The difference between deferment and forbearance was discussed. The most important advice counselors can give students is to have them contact their loan officer immediately if they believe they will have problems making repayments. It is important to relay to students that there is a significant cost associated with the postponement of payments. The amount of interest increases as the monthly payments are reduced and/or the repayment period is extended.

Verification

During this webinar, the FAFSA verification process was explored. Verification is the process that confirms student and parent information submitted on the FAFSA. Applicants are chosen by the U.S. Department of Education randomly or for several specific reasons such as submitting incomplete information, submitting inconsistent data and/or providing estimated information. Verification is essential since it ensures that the information students and parents provide is correct. It prevents ineligible students from receiving aid and ensures that eligible students receive all of the aid that they are qualified for.

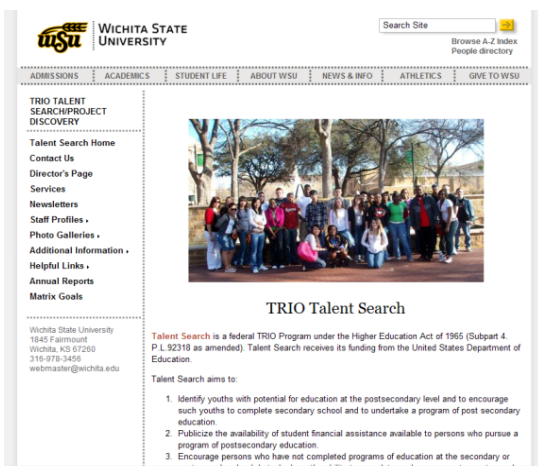
Year Round Pell Grant

The objective of this webinar was to explain how the year-round Pell Grant operates. The new changes will greatly affect students since having additional financial aid during the summer semester will accelerate students toward graduation. Due to the complexity of the year-round Pell Grant, several examples were given to show different scenarios that students may find themselves in. Student eligibility and special circumstances were also discussed.

Program Publications

Web site

The program maintains a Web site which contains information about the program including the mission statement and goals, services offered, campus visit dates and details, staff and tutor profiles, quarterly newsletters, annual reports, financial aid, scholarship and career information, program updates, college entrance exam information, photo galleries, a director's page and links to additional educational resources.



Program Web site

Newsletters

The program publishes a quarterly newsletter which is distributed to program students and parents, community organizations, USD 259 counselors and principals, and other TRIO programs and offices at the university. The newsletter contains information about upcoming events and deadlines, program statistical information, a message from the director, student spotlight section, and educational articles about college placement exams, financial literacy and career guidance.

Facebook™ Page

The program maintains an active Facebook™ group page. Events, pictures and notifications are posted on the site to help keep students and parents involved with program activities. Important financial aid, scholarship deadlines and test dates are also posted.



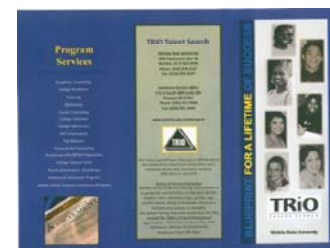
Program Facebook™ Page

Student Handbook

Students receive a handbook containing information about program services. In the handbook students are provided a program overview, staff directory, college preparation checklist, rigorous curriculum information, campus visit details and permission slip, activity chart and personal statement samples, college entrance exam information and dates, FAFSA and scholarship information, workshop dates and sign up forms, and supplemental resources.

Other Publications

The program produces several other publications throughout the year including an informational brochure, bookmark, event flyers, postcards and more.



Program Brochure

Part III

- **Campus Visits**
- **College Readiness Activities**
 - **National TRIO Day**
- **National Student Leadership Conference**
 - **Summer Enrichment Program**
 - **Homework Assistance Program**

Campus Visits

One of the best ways to see if a college is right for a student is for them to visit a campus and "try it on for size." The campus visit is a crucial part of the college decision making process. Throughout the year, the program offered students the opportunity to attend campus visits to learn about admissions, financial aid, housing options, majors, student clubs and other college related topics. Students asked questions, talked to current college students, took a tour, sat in on classes and obtained an overall perspective of a college's unique atmosphere. Each visit was evaluated by the students.

During the 2009-2010 grant year, the program took students on campus visits to the following postsecondary institutions:

Butler Community College
Cowley Community College
Emporia State University
Friends University
Hutchinson Community College
Kansas State University
Langston University
Newman University
Northern Arizona University
Oklahoma State University
Ottawa University
Southwestern University
University of Kansas
University of New Mexico
University of North Texas
University of Texas at Arlington
Wichita State University

The following section highlights several of the campus visits.

Butler Community College

A total of 17 students participated in the campus visit to Butler Community College. Tia Owens and Myron Richard accompanied the students on the campus visit to both the main campus in El Dorado, KS and the Andover, KS location.

Participating Students:

East High School: **K. Banks, S. Larkins**

Heights High School: **S. Balbuena, K. Kelly**

Metro Boulevard Alternative High School: **S. Jones, D. Nobles, A. Penelozza, T. Rodriguez, B. Sampson**

Metro Midtown Alternative High School: **V. Cunningham**

North High School: **A. Anderson, S. Lowe, S. Lowe**

Northwest High School: **S. McWilliams**

Southeast High School: **Y. Chavez, M. Faz, C. Faz**

Upon arriving, the students met with Ev Kohls, vocational-technical admissions counselor, for an official welcome to Butler. Kohls provided each student with a packet containing admission requirements, financial aid information, transfer information and a brief history of the college. Kohls shared with the students interesting facts about the college including the small class sizes, affordable cost, and the newest system available for students to track their credits. Kohls inquired about each student's career and major interests. Impressively, he was able to describe the

classes that were available at Butler that aligned with each student's area of interest. Kohls answered the students' many questions about the college thoroughly.

The students were then separated into two smaller groups while Butler student ambassadors conducted tours of the campus. Students got the opportunity to go inside a variety of buildings including the campus art gallery and performing arts auditorium. They also had the chance to go inside a typical dorm room at the West Residence Hall.

The ambassadors encouraged the students to remain involved in campus organizations to gain the most out of their college experience.

They also reminded the students that admission into college activities and events were free for students enrolled at Butler. The El Dorado campus tour concluded with a complimentary lunch in the student dining hall. There, students had the chance to interact with current Butler

students and ask additional questions about their experiences.

When lunch was over, the group headed to the Andover campus where Chad Steinkamp, assistant director of Admissions, began the campus tour. He informed the students that the Andover site is the largest Butler campus with more than nine thousand students enrolled. The first stop of the tour was the Student Life Center, a building designed for students to have

a place to study or to meet as a club or organization. During the tour, the students met with several professors who shared information about various popular degree and certificate programs including: computer information technology, medical transcription and engineering.

Students were engaged and interested throughout the visit. Many commented that they had not been aware of the many programs and services that Butler offers. Several students expressed interest in attending Butler after graduation. Two of the students had already submitted their admission applications to Butler prior to the visit and they appreciated the

opportunity to see the campus in person. They looked forward to attending next fall.

Langston University

A total of 24 students participated in the campus visit to Langston University in Langston, OK on High School Day. The students were accompanied by Tia

Owens, Myron Richard, Johana Salas and Manivone Souriya.

Participating Students:

East High School: **T. McGill**

Metro Meridian Alternative High School: **M. Johnson**

North High School: **J. Anderson, A. Davis, R. Dean, M. Escalante, S. Linares, S. Lowe, A.**



"The ambassadors encouraged the students to remain involved in campus organizations to gain the most out of their college experience."

Meza, T. Moore, K. Reid, A. Sheeyley, L. Sullivan

Southeast High School: **D. Anderson, T. Clark, C. Dean, Q. McFan, B. Reed, C. Reed, W. Robinson**

West High School: **M. Anderson, B. Miles, J. Randall, A. Smith**

Upon arriving at Langston, the students were given a campus walking tour by two Langston student ambassadors before heading to the C.F. Gayles Gymnasium for an assembly. Over 300 high school students from around the area attended the event.

The assembly opened with a duet sang by Langston students and proceeded with speeches given by current university students about their unique experiences at Langston. President of the university, JoAnn Haysbert, gave a warm welcome to the visiting high school students and thanked them for their motivation to

attend High School Day. Following the president's remarks, Shirley Smith, Admissions, discussed the college application process and the importance of completing the FAFSA. Scholarship opportunities were also shared. After the assembly, the students went to the Academic Majors Fair where information about the different majors offered at Langston was presented at tables staffed by current university students. Nursing, Criminal Justice and Psychology were some of the majors that

students were particularly interested in. Student Support Services was also present and gave the students information about their program.

After a lunch buffet at the cafeteria, students were taken back to the gymnasium for the energy-packed College Awareness Rally. The highlight of the rally was the lively performance by the Legendary Langston University Marching Pride Band.

Although a majority of the students had their questions answered and felt good about the

information they received regarding financial aid, majors and housing options, many students felt the campus visit could have been better organized by Langston. Several events ran late and were very crowded. Despite this, several students strongly felt that they might attend Langston in the future.

Kansas State University

A total of nine students participated in the campus visit to Kansas State University in Manhattan, KS. Johana Salas and Manivone Souriya accompanied the students.

Participating Students:

Blackbear Bosin Academy: **T. Franklin, B. Moyer**

East High School: **A. Ortiz, T. Buy, J. Phimmasone**

Heights High School: **B. Jackson**



"After the assembly, the students went to the Academic Majors Fair where information about the different majors offered at Langston was presented at tables staffed by current university students."

North High School: A. Anderson

Northwest High School: B. Crain, N. Duran

The visit began at the K-State Student Union where Ryan Newton, admissions representative, welcomed the students and provided general information about the university. Newton was pleased to report that the average class size is only 23 students and the student to faculty ratio is just one to 15. He mentioned that K-State has the reputation of being a big school but that it takes students less than 10 minutes to

walk from one side of the campus to the other. Moreover, he stated that the culture at K-State is friendly and community oriented. Students asked about the freshmen dropout rate. Ryan said that it is related to how “college ready” freshmen are out of high school. He let the students know that tutoring is available in

every subject for those who find the academics challenging. Newton also covered information regarding the university’s financial aid process and noted that 80 percent of those who apply for financial aid on time will get some form of assistance.

The presentation continued with Samuel Lewis, a K-State senior majoring in political science, who works for the Educational Support Services program at the university. Lewis enriched the presentation with personal anecdotes from the

“college student” point of view. He was very candid and offered advice and warnings for future freshmen. Lewis recommended that students prioritize academics, get involved with student organizations and embrace diversity. He warned about how homesickness, romantic relationships, drugs and alcohol can become a problem for freshmen.

The students enjoyed lunch at the Derby Dining Center, which serves the four residence halls. After lunch, students met with staff from their academic area of interest. After the visit, the

students shared that they learned a lot about what college would be like at K-State and expressed overall satisfaction with the visit.

University of Kansas

A total of 14 students participated in the campus visit to the University of Kansas in Lawrence, KS. Myron Richard, Johana Salas and Manivone Souriya

accompanied the students on the campus visit.

Participating Students:

Heights High School: C. Dunigan

North High School: A. Anderson, C. Gomez, S. Linares, R. McClurg, D. Nguyen, D. Morfitt

Northeast High School: A. Galacia, K. Price, E. Cisneros

Northwest High School: R. Guadarrama, S. McWilliams



“After the visit, the students shared that they learned a lot about what college would be like at K-State and expressed overall satisfaction with the campus visit.”

South High School: K. Johnson

Southeast High School: B. Ortiz

The day began with a presentation at the KU Visitor Center about the many academic programs and majors offered at the university. Housing costs, types of financial aid and scholarship opportunities were also discussed. The presentation concluded with a video that spotlighted campus activities and programs that students could become involved in.

Following the presentation, the students were led on a walking tour of the campus led by a KU student ambassador. Due to the enormous size and unique layout of the university, not every building could be explored, but the student ambassador was able to share fun, historical facts about the buildings that were toured. The last stop on the tour was lunch, provided at Mrs. E's, a buffet that serves nearby residence halls.

The students felt that the campus visit was planned well and that the time involved was adequate. Their questions about the university were answered and they learned about KU majors, the admissions process, financial aid information and scholarship opportunities. While available housing costs were mentioned, the students were disappointed that they did not get to see the different types of dorm rooms at the university. Eleven of the 14

students felt that they might attend KU upon graduation from high school.

University of North Texas and the University of Texas at Arlington

During spring break 2010, the program took 29 students to visit universities in Texas. The program called this trip the "Texas College Road Trip." Not only did students enjoy visiting two major universities in Texas, they also had the opportunity to tour the Sixth Floor Museum at Dealey Plaza, go to Six Flags Over Texas and the Galleria Mall, and attend a Dallas Mavericks

basketball game. Additionally, a student recognition banquet was held at the Magic Time Machine Restaurant. Stephanie Haynes, Tia Owens, Myron Richard, Johana Salas and Manivone Souriya organized the trip.

Participating Students:

East High School: A. Cannon-Witherspoon

Heights High School: I. Boyce, L. Diec, A. Garcia, Z. Harris, A. Frazier, T. Smith, Ti. Smith

North High School: N. Embray-Gentry

Northeast High School: E. Cisneros, T. Nguyen

Northwest High School: D. Bush

South High School: W. Adams, L. Barrett, T. Bird, S. Wright, M. Alvidrez, D. Anthony, A. Atkinson, B. Dang, S. Gray



"The day began with a presentation at the Visitor Center about the many academic programs and majors offered at KU."

Southeast High School: **D. Anderson, M. Jones-Walker, C. Maxey, B. Smith, S. Tucker, T. Anderson, B. Mason, S. Wallert**

The group departed early on March 17, 2010 from Wichita State University. The first stop was the University of Texas at Arlington (UTA) in Arlington, TX. The visit began with lunch at the Plaza Food Court at the University Center. The students were greeted by a UTA student ambassador who led the walking tour.

Throughout the tour, students asked excellent questions about UTA majors, campus clubs and organizations, and financial aid opportunities.

Following the walking tour, the students watched "Black Holes," a show at the UTA

Planetarium, one of the largest and most sophisticated planetariums in the state of Texas, and participated in the student-led presentation, "the Science Magic Show."

The visit ended with dinner at the Plaza Food Court.

Overall, the students felt that the UTA campus visit went very well and that they learned a lot about the university. Several students stated that they were disappointed that they did not get to see an actual dorm room. Also, students commented that they would have preferred that the group be broken into smaller groups to better hear the tour guide. Twenty of the 29

students felt that they might attend UTA after they graduate high school.

After the UTA campus visit, students were very excited to watch the Dallas Mavericks basketball team play the Chicago Bulls at the American Airlines Center in Dallas. Following the game, the group checked in to the Holiday Inn Hotel in Arlington.



"Throughout the tour, students asked excellent questions about UTA majors, campus clubs and organizations, and financial aid opportunities."

The next morning, the group departed for the University of North Texas (UNT) in Denton, TX. The group was greeted by two UNT student ambassadors at the Eagle Student Services Center. The students asked the ambassadors many questions during this time and enjoyed being able to speak with the UNT students about college life and

their experiences at the university so far. The students were then split in to two smaller groups for the campus walking tour. One of the highlights of the tour was being able to visit the Pohl Recreation Center which contains multi-purpose courts, an indoor soccer stadium, a 14,500 square foot weight and fitness room, an indoor climbing wall and much more. Following the tour, the students met back up for lunch at the Student Union.

The majority of the students agreed that the campus visit was well planned and organized and that the time involved was sufficient. However, 59 percent of the students did not feel that the importance of attending college

was stressed enough. Like the University of Texas at Arlington, the students did learn about on-campus housing options, but were disappointed that they did not get to see a dorm room. Eighteen of the 29 students felt that they might attend UNT after high school graduation.

After the UNT campus visit, the students toured the Sixth Floor Museum at Dealey Plaza, an educational museum chronicling the assassination and legacy of former President John F. Kennedy. The museum is located in downtown Dallas at the location that the former president was assassinated in 1963. Students completed an information scavenger hunt at the museum by answering questions about the exhibit. After the museum, the group departed for the Galleria in Dallas where they had fun shopping for souvenirs before heading to the Magic Time Machine Restaurant for the Student Recognition Banquet. The program staff recognized students for their many achievements. The students with the three highest GPAs, the students who had been in the program the longest and the students who provided the best answers on the Sixth Floor Museum information scavenger hunt were rewarded. After dinner, the group headed back to the hotel.

The next morning, the group departed for Six Flags Over Texas, a 212 acre amusement park, where they had a terrific time before heading back to Wichita that evening.

The students enjoyed the Texas College Road Trip and were excited to be able to visit both the University of Texas at Arlington and the University of North Texas. The trip expanded their outlook on college options and gave them the opportunity to explore colleges outside of

Kansas. They expressed a strong desire to continue with the program and participate in additional campus visits and other program services in the future. This campus visit was made possible through a College Access Challenge Grant received from the Kansas Board of Regents.

College Readiness Activities

The program provided students and parents a variety of services to promote college readiness and success. The following reports provide a sampling of the many activities that the program offered during the year.

Jumpstart to College

Sept. 8, 2009

Jumpstart to College is a yearly event, planned by Manivone Souriya, to share program information with students and parents. Following a welcome provided by Souriya, staff presented brief overviews in their area of specialty. Tia Owens presented on college entrance exams and the ACT workshops that the program offers, Myron Richard presented on mentoring opportunities and Johana Salas presented on financial aid and the workshops planned for the year. Souriya concluded with providing information about upcoming campus visits. No students attended the event. The parents who attended expressed particular interest in campus visits and were given the year's visit schedule. They were also provided a student packet containing supplemental information about program services.

Senior Open House

Sept. 19, 2009

The Senior Open House, organized by Tia Owens, covered financial aid, the benefits of attending the Homework Assistance Program, upcoming college readiness workshops, college entrance exams, completing college admission applications and the campus visit schedule. The event was specifically designed to re-introduce continuing participating seniors and their

parents with a comprehensive practicum which focused on the primary objectives needed to successfully transition into a post-secondary education.

Larry Ramos, Johana Salas and Manivone Souriya also attended the open house. The event was attended by 15 seniors and four parents. The program's agenda incorporated an introduction of staff, a review of the program's mission and an overview of services. The



students also participated in a college and scholarship application completion

exercise. The students and their parents were given the opportunity to ask questions throughout the event and prizes were given for their involvement. At the end of the event, staff members remained on hand to provide individual academic and financial literacy counseling, assistance with ACT registration and assist with other college readiness matters.

At the conclusion of the Senior Open House, the students completed evaluations in which the majority indicated that they learned a lot and felt the program was beneficial. Overall, staff believed the event served its purpose and would consider implementing the workshop in future programming.

Financial Aid Workshops Series

Feb. 13-April 24, 2010

In a continuous effort to provide financial literacy, the program developed a series of financial aid workshops open to students and

their parents. The workshops were organized by Johana Salas. Targeting seniors and using the financial aid calendar, the first workshop covered the FAFSA application process in detail. The second workshop targeted students from all grade levels and provided them with techniques and strategies to find and apply for scholarships. The final workshop covered a variety of financial literacy topics presented by Ryan Seme. All workshops were held on Saturday at the Rhatigan Student Center at the university.

The FAFSA: February 13, 2010

The FAFSA workshop started with a basic introduction to the various types of financial aid (grants, loans and scholarships) and the different aid sources (federal, state, collegial and private). Salas made sure students had a good understanding of college costs and ways to reduce them. After the general introduction, the presentation focused on federal student aid. Salas explained in detail each of the grant programs offered by the federal government, including eligibility requirements and annual award limits. After a short break, Salas went through completing the FAFSA in a step-by-step manner. Students were able to observe a live demonstration on how to complete the FAFSA online. Explanations and tips, as well as warning about common errors were discussed. How to obtain a personal identification number (PIN) was also demonstrated. The presentation ended with a discussion of the Student Aid Report (SAR), award letters and how to



compare financial aid packages. The families of three seniors were represented. Participants rated the event as excellent and the program staff as highly professional. Participants felt they learned helpful new ideas and information which will further motivate them towards academic success. One hundred percent of the attending families completed the FAFSA successfully after the workshop.

Scholarships: March 13, 2010

This workshop covered the basics of scholarships: types of scholarships, common application materials, scope of competitions, how money can be awarded and common myths about scholarships. Since the workshop was designed for both students and their



parents, special time was taken to address how parents can help

students with the searching process, and provide them with valuable support, encouragement and feedback. When discussing the process of finding scholarships, Salas was comprehensive in providing tips on how to use internet databases, books and directories, school and community resources. How to get organized from the beginning to start a year-long strategic application process was also explored. After a short break, students learned about winning strategies to develop their application materials. They learned how to employ a theme to paint their own portraits in a vivid, credible and balanced way. They particularly liked how these skills and strategies would be also useful to build resumes and cover

letters. Salas introduced them to the nine winning themes and 10 golden virtues that winning scholars use frequently. The workshop ended with a discussion of tips on developing winning essays and activities charts, completing application forms, and getting glowing support letters. Five families were represented and served. Participants rated the event as excellent and the presenter as highly professional. Participants felt that they learned helpful new ideas and information which will motivate them for academic success.

Financial Literacy Workshop: April 24, 2010

Eighteen students representing six different high schools attended this workshop.

Salas began by welcoming the group and stressing the importance of financial literacy in today's economy. She introduced Seme, who had designed an interactive multimedia presentation. Seme provided statistical information on spending, income, debt, bankruptcy and wealth/poverty levels to build the case for financial literacy in the United States. Using a

“What do you know?” survey, students reflected on their knowledge of basic concepts and



facts about money management. They answered an online quiz called “the Truth about Millionaires” and discovered that the lifestyle of millionaires is not as luxurious as it is often portrayed on television. Seme defined financial literacy and the five key areas of personal finance: money and income, money management, spending and debt, saving and

investments, and risk management. When developing the concepts of spending and debt, Seme showed students a clip by Dave Ramsey, a money management guru. In order to illustrate the concepts related to savings and debt, such as the Rule of 72 and compound interest, Seme had students try an exercise illustrating



exponential growth by folding a piece of paper in half several times and estimating

how thick it would be. They were surprised to find out how far off their estimations were. They were also surprised by how fast credit card debt accumulates.

During the second hour, attendees had the opportunity to get their own questions answered by Seme while enjoying lunch. Many took advantage of this opportunity, filling the whole hour with lively conversation. Also, 2010-2011 TRIO scholars in attendance were recognized and presented with information from Student Support Services staff.

Students received a book by Robert Kiyosaki called, “Rich Dad Poor Dad for Teens: The Secrets About Money—That You Don’t Learn in School!” Also, each participant was given three small piggy banks to encourage them to manage their money for separate purposes: savings, investing and charity.

Attendees were asked to evaluate the event. Eighty-eight percent of attendees described their impression of the event as excellent and 100 percent of attendees felt they had learned new ideas and information that will help them

in the future and that the interaction with program staff had increased their motivation for academic success. Also, 100 percent of attendees rated program staff as highly professional. They described the presentation as “Great,” and “Awesome.” It was encouraging to see that though this was a two hour event, one student commented that they would like future presentations to be longer. This activity was partially made possible through a College Access Challenge Grant received from the Kansas Board of Regents.

ACT UP Workshop Series

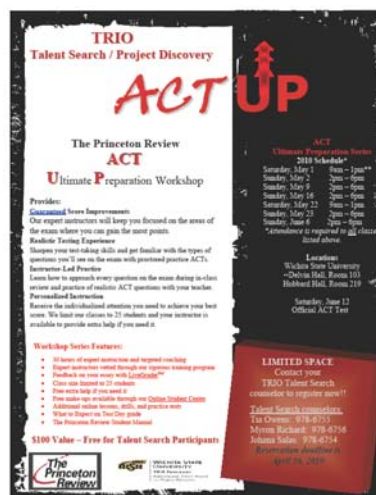
May 1-June 6, 2010

Tia Owens facilitated the ACT Ultimate Preparation workshop (ACT UP) series provided by the Princeton Review. The workshop series provided students assistance preparing for the ACT college entrance examination, the Princeton Review Student Manual and test taking supplies which included an ACT-approved calculator. The Princeton Review trained instructor, Jennifer Ashcraft, provided five, three hour sessions of expert coaching in all four tested areas of the ACT examination: English, mathematics, reading and science. Ashcraft instructed the students on how to approach every question on the exam during in-class reviews and practice of realistic ACT questions. Ashcraft focused on areas of the ACT test that were likely to give the students more points. Additionally, the students took a pre-test and a post-test, administered and proctored by Ashcraft and Owens. The practice tests were conducted to offer the students an actual test day experience and measure score improvements as guaranteed by the Princeton Review organization. The workshop series gave students the benefits of group instruction and

targeted coaching, as well as individual attention wherever extra help was needed. Students were given access to the Princeton Review Online Student Center, where they could get additional instructional tools, lessons, drills and practice tests.

Owens provided a supplemental workshop on what to expect on test day and how to overcome test-taking anxiety. Some of the tips Owens provided included: get plenty of rest the night before, dress comfortably and in layers, bring identification and admission ticket to the test center, do a practice run ahead of time to the test center in order to know exactly where to go, arrive by the time indicated on your

admission ticket or at least fifteen minutes early, and be prepared with sharpened soft lead No. 2 pencils and an ACT-approved calculator. Owens also



emphasized the importance of relaxing to combat test anxiety. Some methods for controlling stress suggested were: be well prepared for the test, take deep breaths, and visualize completing the test successfully. Students were reminded that while the ACT is recommended for college-bound students as a qualifying admission examination, it is curriculum-based and therefore designed to evaluate what students have already studied during high school rather than a measurement

of their aptitude or intelligence. Owens urged the students to keep the testing experience in perspective and simply do the best they can. Furthermore, eight students were assisted with the ACT online registration process and were supplied fee waivers. Refreshments were provided to students as well.

Overall, the ACT UP workshop series proved to be very enlightening for students. Their commitment to the workshop series was appreciated by the program, especially considering some sessions took place on the weekends during which other events, activities, obligations, and/or holidays occurred. Those students were rewarded for their attendance with a specially designed ACT UP t-shirt and draw string back pack. Owens would recommend inviting the Princeton Review again for students to gain an in-depth ACT testing experience important for college entrance. This activity was made possible through a College Access Challenge Grant received from the Kansas Board of Regents.

National TRIO Day

National TRIO Day was held February 10, 2010 at the Hughes Metropolitan Complex at the university. WSU TRIO programs, Kansas Kids @ GEAR UP and the Office of Disability Services collaborated to make the day a huge success.

One hundred and sixty two middle school and high school students attended the event. The middle school track included a presentation on financial literacy by Chris Wolgamott, community development liaison at Meritrust Credit Union, and a presentation by Janice Thacker, retired educator, titled, "Show Me Your True Colors." The tenth grade session focused on how students can prepare for future success, presented by Nichole Childers, student focus manager and paraeducator at Curtis Middle School. Kaye Monk-Morgan, director of the Upward Bound Math Science program at WSU, shared with students ways in which they can utilize tools and technology to improve their learning outcomes. The twelfth grade session included a presentation about mastering college by Marché Fleming-Randle, assistant dean for the Fairmount College of Liberal Arts and Sciences at WSU, and a presentation by Brandi Newry, McNair Scholars Program alum, about the importance of self-confidence. There was also an adult connection session which was conducted by Major Lawrence Britton, director of the WSU Veterans Upward Bound program. The session centered on the values of mentorship.

Program students **Aquila Allen**, a junior at Northeast Magnet, was named TRIO student of the year for her commitment to academic excellence, and **Walt Koontz**, counselor at Sedan High School, received the Building Bridges Award for his continued support of the

program.

The luncheon included a four-person panel of speakers, all TRIO alum, who shared with the audience their experiences getting through secondary school, attending college and becoming successful.

Each program staff member participated on a committee to help 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. This activity was partially made possible through a College Access Challenge Grant received from the Kansas Board of Regents.



National TRIO Day Logo 2010

National Student Leadership Congress

In June 2010, the program sponsored three outstanding program students to attend the Council for Opportunity in Education 21st Annual National Student Leadership Congress in Washington, D. C. Alma Garcia (Heights High School) and Samantha Wright (South High School) attended for the first time, and Aquila Allen (Northeast Magnet High School) attended the Congress for the second time.

This activity was made possible through a College Access Challenge Grant received from the Kansas Board of Regents.

The following report outlines Allen's experiences.



My Experience at the NSLC 2010
BY: Aquila Allen

The activities in Washington, D.C. at the National Youth Leadership Congress didn't differ much from last year; though my experience did. You know when, at the grocery store, you walk up and down the aisles looking for something but you just can't find it? Then you go ask an employee for help and they point right at what it is you were searching for and possibly even glanced at a few times. Well this analogy describes what NSLC has made me do; take a second look.

The first time I went, it opened my eyes to not only being a better leader, but a better person. Sometimes, though, it is human nature to stray from the right path. That is what I did. I forgot to step up and be a leader in my daily life. Going back to NSLC didn't just put me back on that path, but it also taught me how to resist straying again. I never would have thought that I would learn so much from NSLC a second time.

Another thing that made this year different from last was the people. Most people would not believe that life-long bonds could be created in five days, but each year that proves to be the case. Every person a human being comes across in life changes that person in some way; even if it is miniscule. In those five days at NSLC, each and every person I spoke to taught me something new about either the world or myself.

When I applied to return to NSLC, I really thought there was no way I'd be going again. I was shocked and excited when I was told I could return. I truly and greatly appreciate the opportunity I was given to go back to NSLC and represent Wichita State University. TRIO has changed my life tremendously and it is difficult to put into words where my life would be without you guys. Thank you, and I love you all!



This is a picture of Brandon and I. Brandon was in my group and he BARELY EVER said a word! My goal for the week was to have a 5min. conversation with him. At first it was a 3min, and then later we finished with the other 2min. It really felt like he might have opened up just a little bit so that maybe when he goes home, he might do the same.



This is my group counselor Tamara. She was so sweet and knew when to be a leader and when to be a follower. She actually told me privately that if I ever needed her, no matter what time of day or night, she would be on a plane from New York to help me. She is an amazing person and I'm glad to have gotten to meet her.

2010 Summer Enrichment Program



The addition of the College Access Challenge Grant, awarded by the Kansas Board of Regents, allowed the program to expand the Summer Enrichment Program by increasing the number of students from 50 to 75, offering classes taught by specialized consultants, hiring five tutor aides, holding ACT preparation sessions, increasing the scope and number of educational field trips and campus visits, providing a daily lunch and taking 29 students on a weeklong campus visit road trip across the Southwest. As a result of the College Access Challenge Grant, students were the beneficiaries of a more academic and comprehensive program.

Additionally, the program received a Summer Food Service grant from the Kansas Department of Education, allowing the program to offer students a nutritious breakfast.

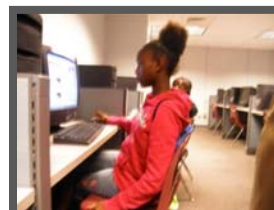
Subjects Taught

Classroom instruction was provided on Mondays, Tuesdays, Thursdays and Fridays. Specialized consultants constructed lessons in computer technology, language arts, life/study skills, math and science. Tutor aides were present to assist the students.

Computer Technology

Mark Erickson, consultant
Billy Dempsey, tutor aide

Students explored Microsoft Office programs, learned how to use FotoFlexor, an internet photo editing tool, completed a photo essay for the TRIO Quest competition and learned about internet safety.



Language Arts

Patricia Barlow, consultant
Sherdeill Breathett Jr., tutor aide

Students improved their reading and writing skills by completing creative writing projects. Students also examined common grammar and spelling mistakes.

Life/Study Skills

Sherri Carter-Marks, consultant
Curtis Chiles, tutor aide

Students participated in confidence building exercises, practiced public speaking and discussed peer pressure, self-esteem, life transitions, healthy life choices, good study habits and how to prepare for future educational goals.

Math

Olline J. Jackson, consultant
Suhasini Pyarasani, tutor aide



Students worked hard to improve their pre-algebra and algebra math skills. Various worksheets, puzzles and fun games were utilized. Students had access to advanced calculators and other important tools.

Science

Kenneth R. Chance, consultant
Kaushik Sheri, tutor aide

Students studied core concepts in the subjects of biology, chemistry and physics. They completed exciting, hands-on experiments in rocket science, electricity and density.

Contributors

Marion Haynes, a retired educator, served as a volunteer foster grandparent through Catholic

Charities of Wichita, KS. Haynes monitored students at McKinley Hall and also served as a mentor to the students. Lamar's Donuts and McDonald's also supported the program by providing snacks.

Guest Speakers

On Fridays, the program invited guest speakers to address different topics.

- Ryan Seme presented on financial literacy and covered how teens can save, manage and make money.
- James Owens, a Wichita psychiatrist, and Rhonda Lewis-Moss, WSU professor of psychology, spoke to students about their educational journeys and provided students with advice to help them on their own journeys.
- Tisha Whitehead from the Wichita Area Sexual Assault Center (WASAC) spoke with students about bullying, cyberbullying, healthy relationships and sexual harassment.

Educational Field Trips and Campus Visits

Students visited several campuses during the SEP including visits to Cowley Community College, Emporia State University, Oklahoma State University, Ottawa University, Southwestern College, the University of New



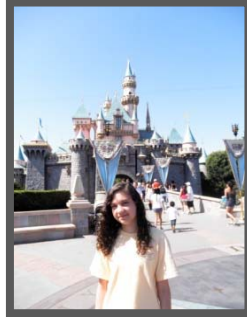
Mexico and the University of Northern Arizona. Students also went to the Kansas Underground

Salt Museum, the Oklahoma City National Memorial and Museum. Students were taken to

Frontier City as an award for completing the program.

College Campus Visit Road Trip

Students in the June session had the opportunity to attend a weeklong campus visit road trip. The trip included campus visits to the University of New Mexico in Albuquerque, NM and to Northern Arizona University in Flagstaff, AZ. Students also participated in the Disney Youth Education Series at Disneyland in Anaheim, CA and visited the South Rim of the Grand Canyon in Arizona. Students were grateful for this amazing and memorable experience.



TRIO Quest Competition:

Students competed in the 2010 Middle School TRIO Quest PhotoEssay competition, a photo essay contest promoting language arts, technology and creativity sponsored by the University of Washington. This summer, program students took the silver and bronze medals and five students made it to the quarterfinals stage.

Talent Show and Awards and Recognition Luncheon

Both sessions ended with a talent show and awards and recognition luncheon. This gave students the opportunity to showcase not only what they had learned during the SEP, but offered them the chance to display their own unique talents to an audience made up of their family members, university personal, community members, program staff and their

peers. Every student participated in the Talent Show. Students danced, sang, played a musical instrument, read a poem, and/or participated in



a group skit. The Awards and Recognition Luncheon followed the talent portion of the event.

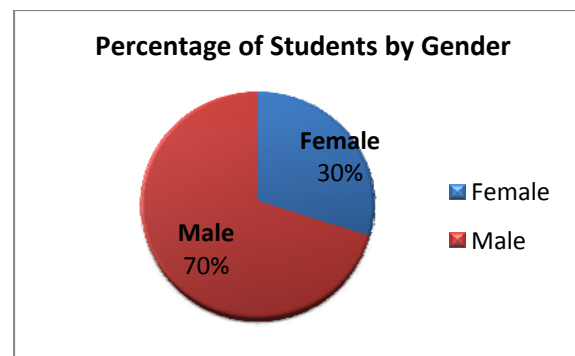
There, students were recognized for their individual contributions to the program which helped make the SEP a huge success and rewarded them for their commitment to the program.

SEP Statistics

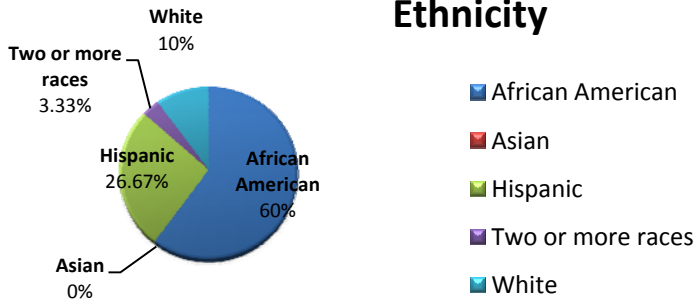
The SEP was divided into two sessions. The June session served students entering the ninth grade in the fall and the July session served students entering sixth, seventh or eighth grade in the fall. The following graphs provide information about each session.

June Session

Thirty students participated in the June session of which 21 were male and nine were female.

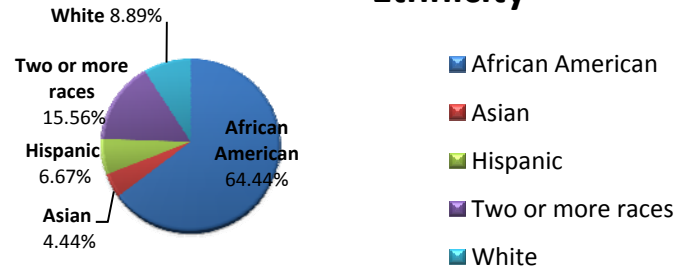


Percentage of Students by Ethnicity



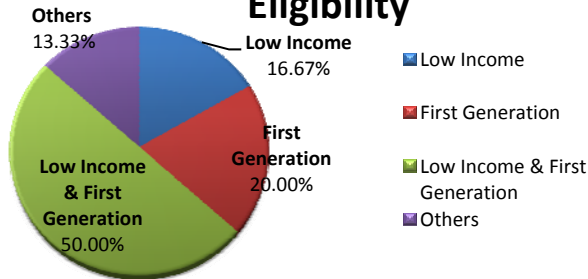
The ethnic backgrounds of the students in the June session are reflected in this figure.

Percentage of Students by Ethnicity



The ethnic backgrounds of the students in the July session are reflected in this figure.

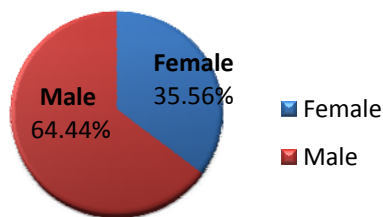
Percentage of Students by Eligibility



Of the 30 participants in the June session, half were limited income and potential first generation college students, six were first generation potential college students only, five students were limited income only and four were classified as other.

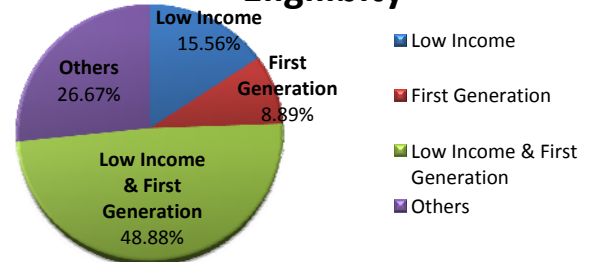
July Session

Percentage of Students by Gender



Forty-five students participated in the July session of which 29 were male and 16 were female.

Percentage of Students by Eligibility

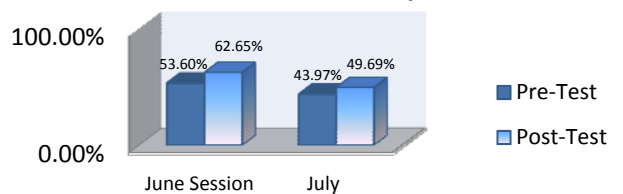


Of the 45 participants in the July session, 22 students were limited income and potential first generation college students, four were first generation potential college students only, seven students were limited income only and 12 were classified as other.

Pre and Post-Tests

Students took a pre-test and a post-test to determine their level of competency. Out of the 75 students, all but three demonstrated an increased post-test score. The overall increase for both sessions was nine percent.

Pre Test & Post Test Comparison

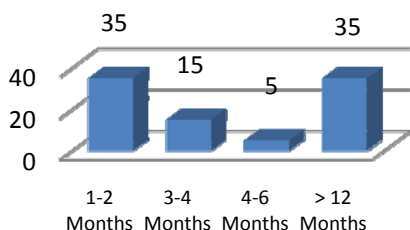




The Homework Assistance Program

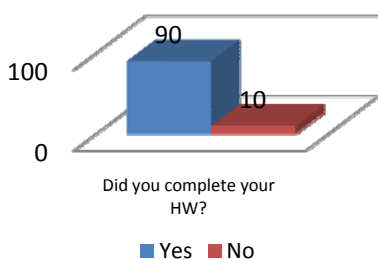
In collaboration with the WSU TRIO pre-college programs and the Kansas Kids @ GEAR UP program, the program provides drop-in tutoring and homework assistance to students in grades six through 12. The Homework Assistance Program (HAP) is available Monday through Thursday from 3:30p.m to 6:30p.m. The following charts provide valuable information about the usage and the impact of the HAP on program participants based on evaluations students filled out at the end of the 2009-2010 academic year.

Figure 1: How long have you been attending the HAP?



As figure 1 shows, students began attending the HAP at various times during the academic year. By May, many of the students had been attending the HAP for at least a year.

Figure 2: Homework Completed



The majority of students completed their homework at the HAP.

Figure 3: Why do you attend the HAP?

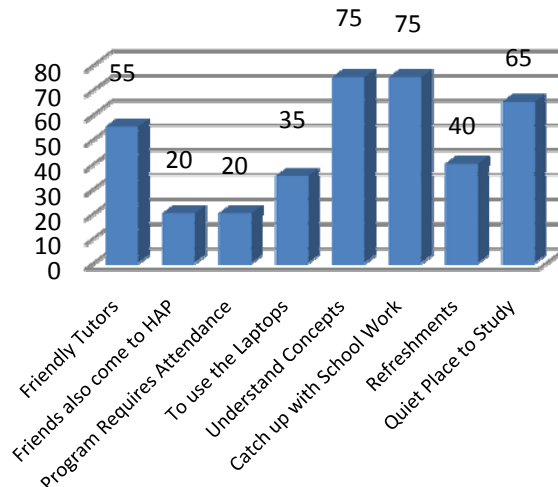
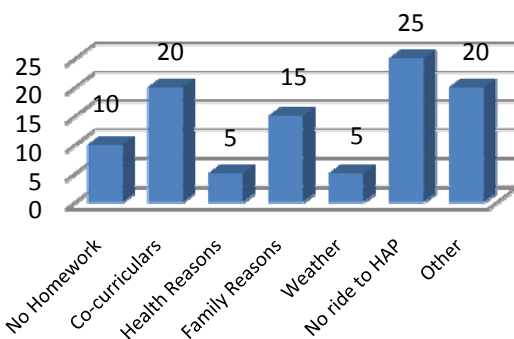


Figure 3 indicates that there are many reasons why students attended the HAP. The main reasons were to understand concepts, catch up with school work and to have a quiet place to study.

Figure 5: Reasons for not attending the HAP



Students cited lack of transportation as a major reason for not attending the HAP. Due to this concern, the program, with the help of a College Access Challenge Grant received from the Kansas Board of Regents, offered program students free bus passes.

Part IV

- **Schools of Participants Served**
 - **Program Statistics**
 - **Program Evaluations**

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.



North High School
<http://north.usd259.org>
162 students served (10.8 percent)



Mayberry Middle School
<http://mayberry.usd259.org>
133 students served (8.9 percent)



East High School
<http://east.usd259.org>
121 students served (8.1 percent)



Southeast High School
<http://southeast.usd259.org>
114 students served (7.6 percent)



South High School
<http://south.usd259.org>
108 students served (7.2 percent)



Northeast Magnet High School
<http://northeast.usd259.org>
99 students served (6.6 percent)



Field Kinley High School
www.cvilleschools.com/fkhs
83 students served (5.5 percent)



Northwest High School
<http://northwest.usd259.org>
77 students served (5.1 percent)



Heights High School
<http://heights.usd259.org>
60 students served (4.0 percent)



Marshall Middle School
<http://marshall.usd259.org>
58 students served (3.9 percent)



Allison Middle School
<http://allison.usd259.org>
46 students served (3.1 percent)



Pleasant Valley Middle School
<http://pvmiddle.usd259.org>
39 students served (2.6 percent)



Metro Boulevard Alternative
<http://metroblvd.usd259.org>
 38 students served (2.5 percent)



Coleman Middle School
<http://coleman.usd259.org>
 37 students served (2.5 percent)



Sedan High School
<http://www.usd286-sedan-ks.org>
 30 students served (2.0 percent)



Mead Middle School
<http://mead.usd259.org>
 29 students served (1.9 percent)



Hamilton Middle School
<http://hamilton.usd259.org>
 28 students served (1.9 percent)



Curtis Middle School
<http://curtis.usd259.org>
 26 students served (1.7 percent)



Stucky Middle School
<http://stucky.usd259.org>
 24 students served (1.6 percent)



Robinson Middle School
<http://robinson.usd259.org>
 23 students served (1.5 percent)



Brooks Middle School
<http://brooks.usd259.org>
 22 students served (1.5 percent)



Metro-Meridian Alternative
<http://metromeridian.usd259.org>
 22 students served (1.5 percent)



Hadley Middle School
<http://hadley.usd259.org>
 21 students served (1.4 percent)



Blackbear Bosin Academy
www.blackbearbosin.usd259.org
 20 students served (1.3 percent)



Wilbur Middle School
<http://wilbur.usd259.org>
 18 students served (1.2 percent)



West High School
<http://west.usd259.org>
 17 students served (1.1 percent)



Metro-Midtown Alternative
<http://metromidtown.usd259.org>
 16 students served (1.1 percent)



Truesdale Middle School
<http://truesdale.usd259.org>
12 students served (0.8 percent)



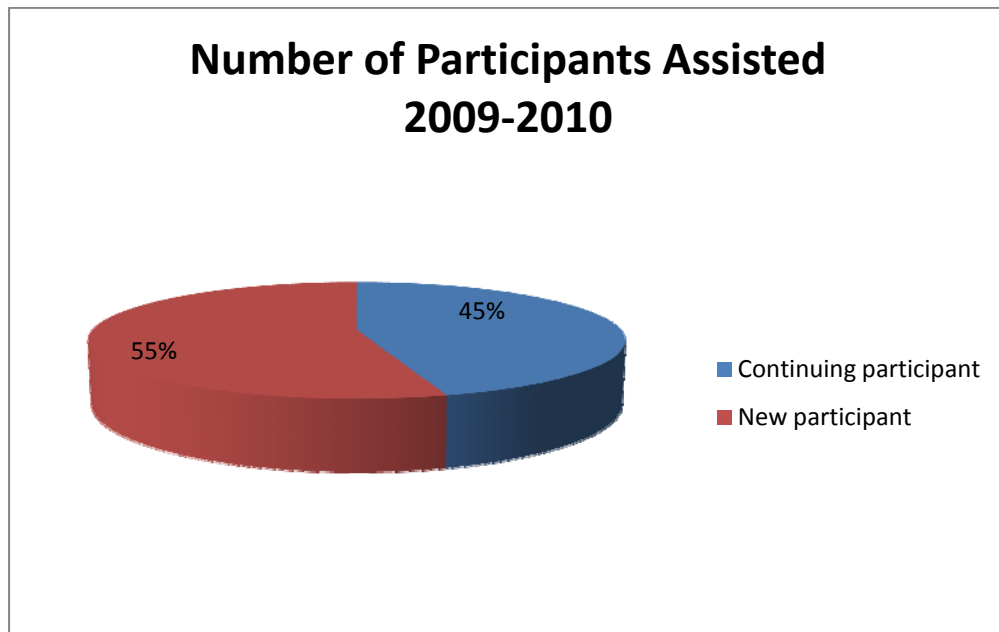
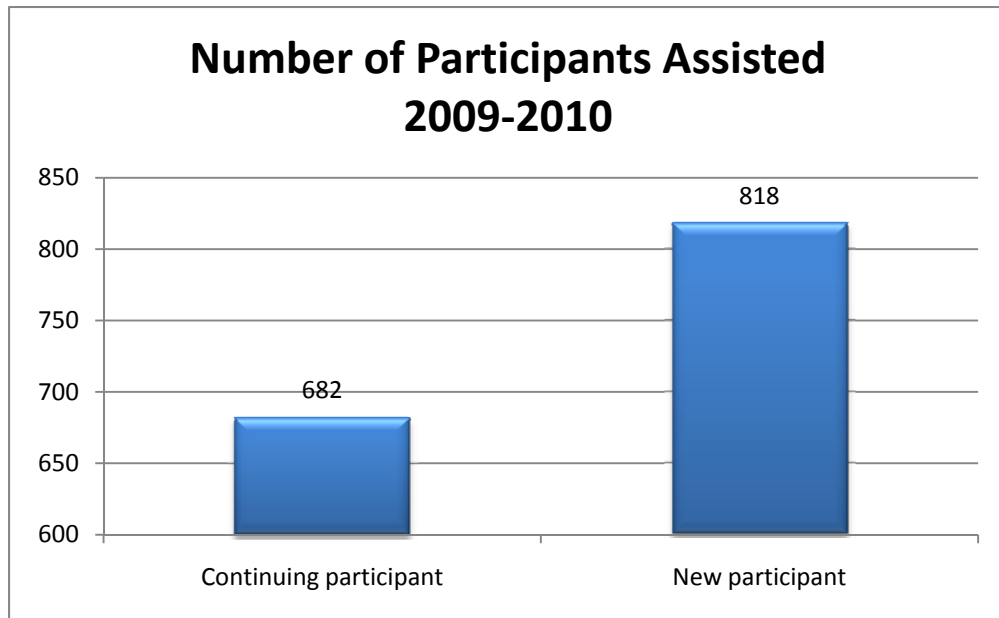
Walk In
11 students served (0.7 percent)



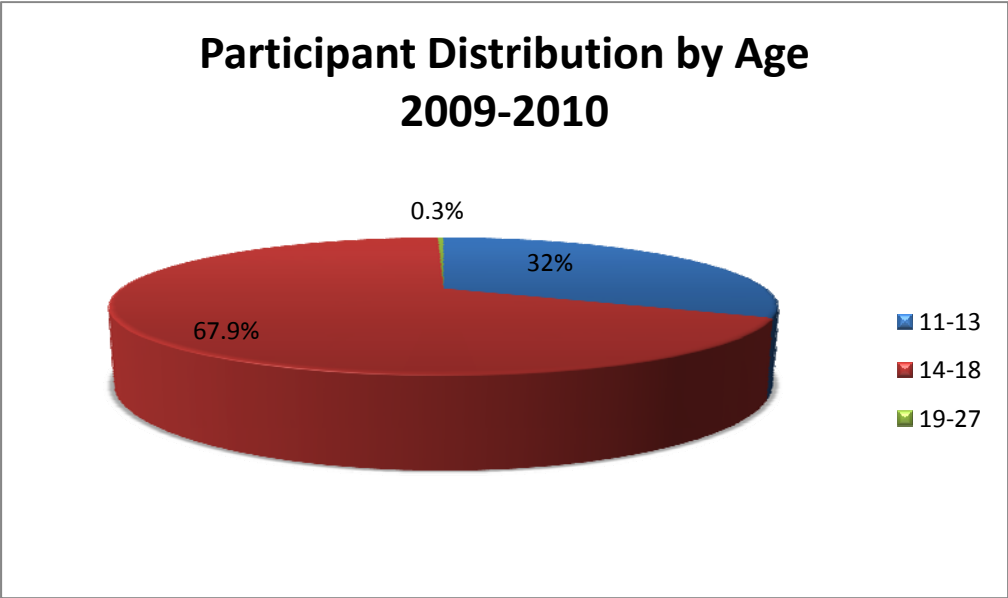
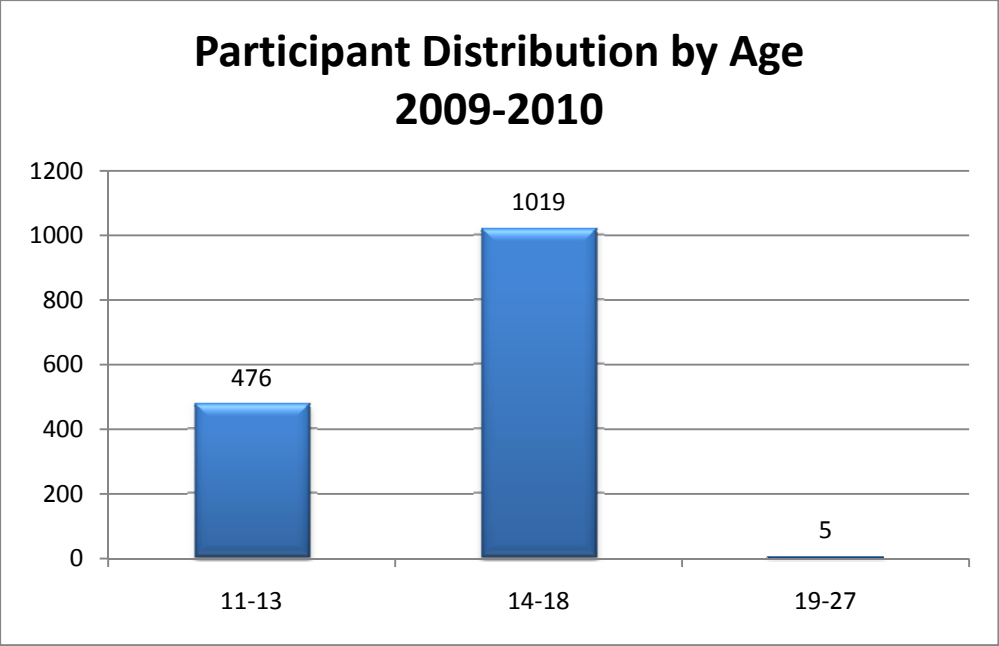
Jardine Middle School
<http://jardine.usd259.org>
6 students served (0.4 percent)

Program Statistics

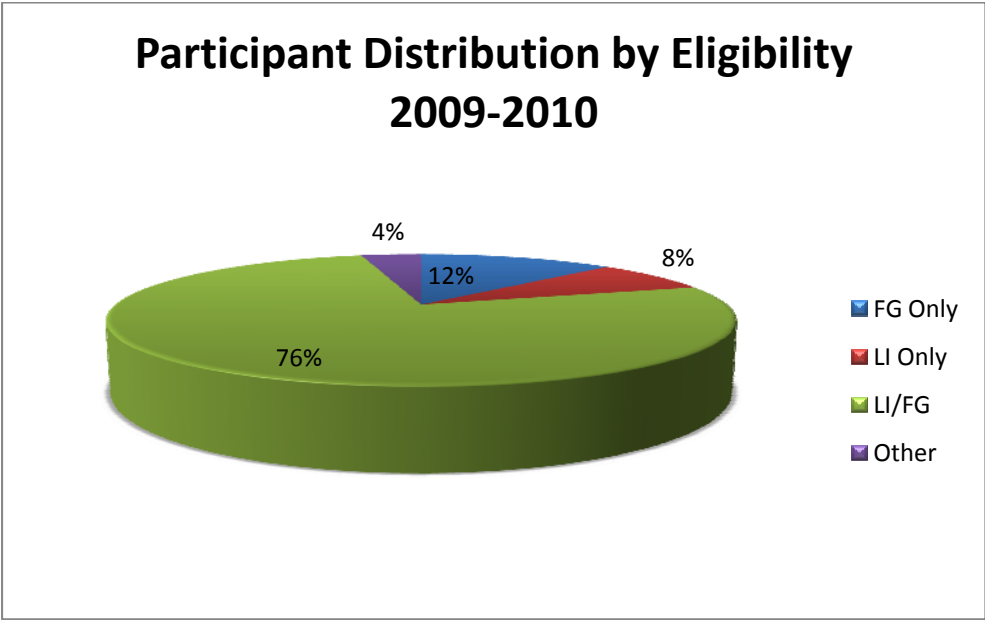
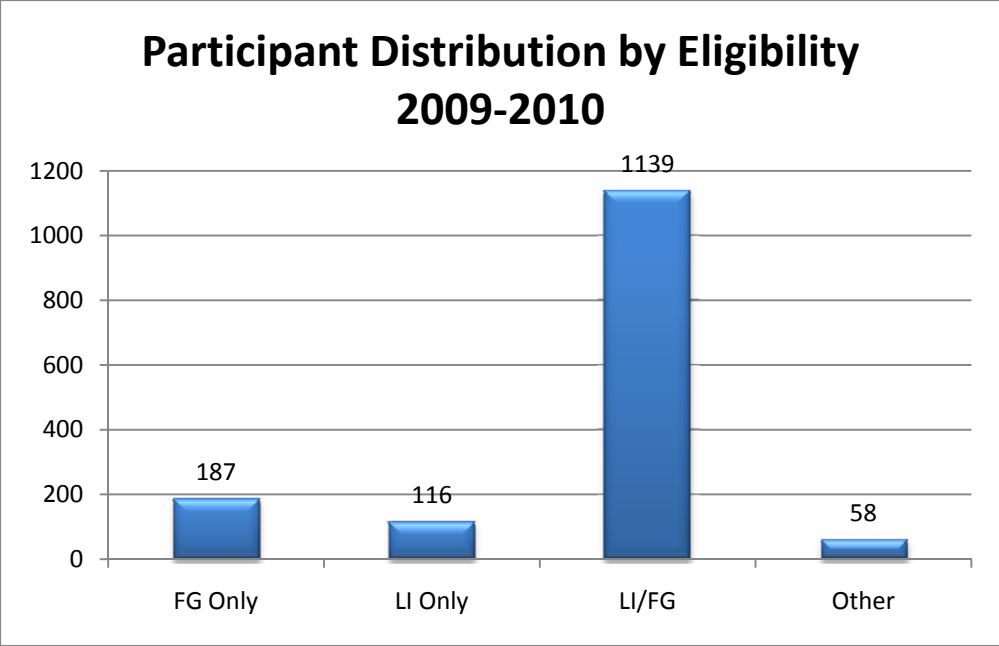
The following pages provide a comprehensive glance at the demographics of the program.



The program served 1,500 students during the grant year. The majority of the program participants were new to the program and nearly 45 percent of the students continued their participation.

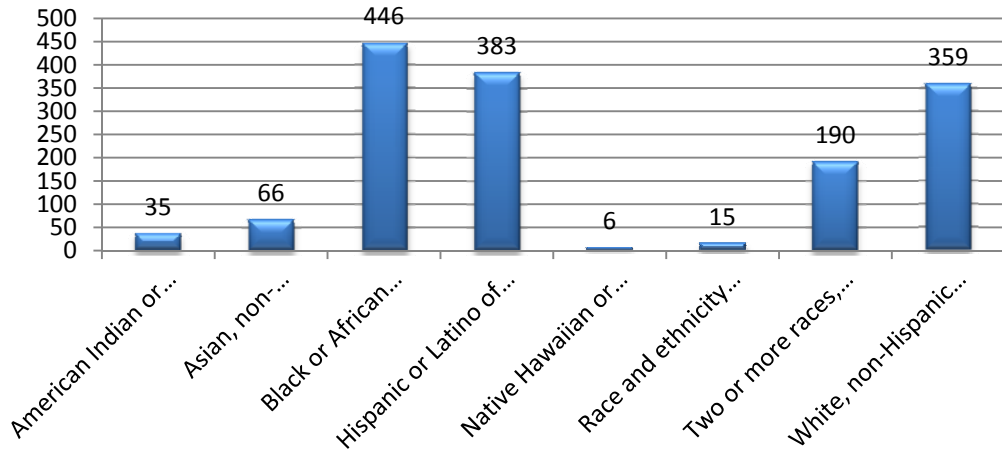


The majority of the program participants were 14-18 years of age (high school students) followed by 11-13 years of age (middle school students).

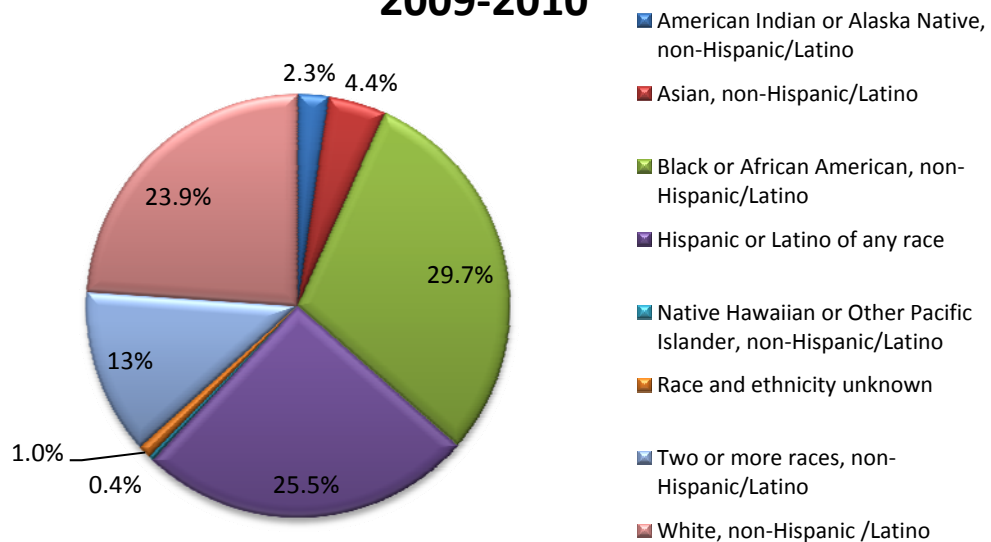


Limited income and potential first generation college students (LI/FG) constructed the majority of the students served by the program. This signifies that the program met the legislative requirement that at least two-thirds of participants must be both LI & FG.

Participant Distribution by Race and Ethnicity 2009-2010

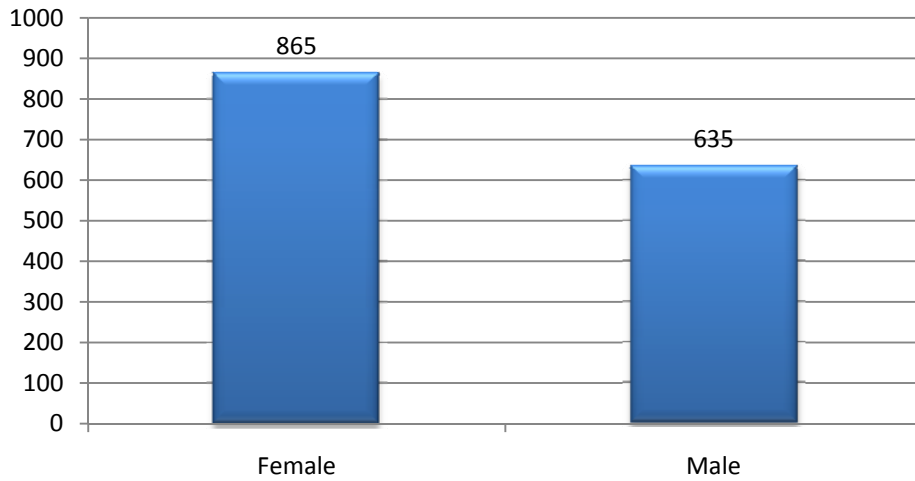


Participant Distribution by Race and Ethnicity 2009-2010

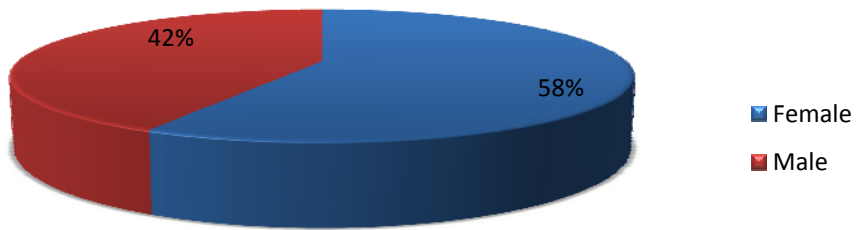


The program served a diverse student population with a high number of students from underrepresented groups targeted.

Participant Distribution by Gender 2009-2010

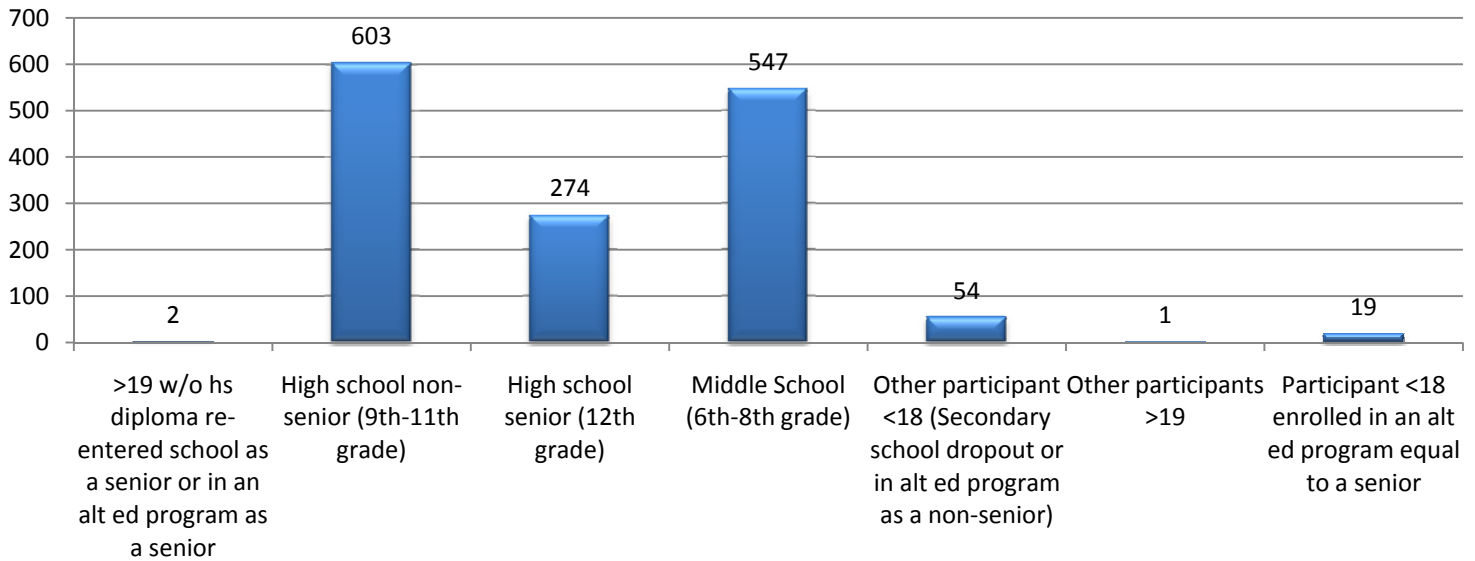


Participant Distribution by Gender 2009-2010

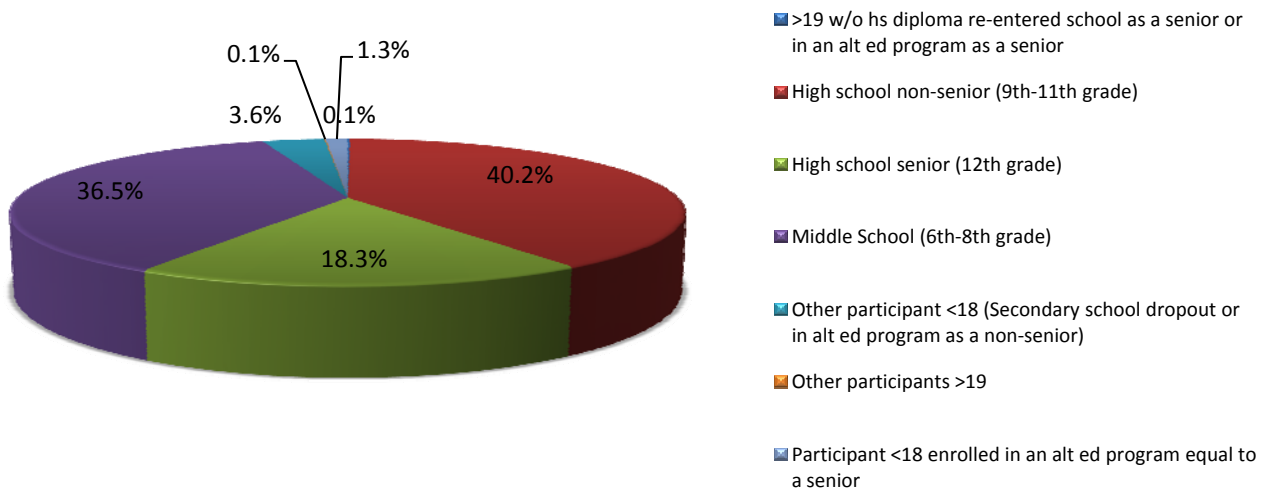


While female participants outnumber male participants, the program's efforts to ensure that more males are targeted and selected for program participation is effective.

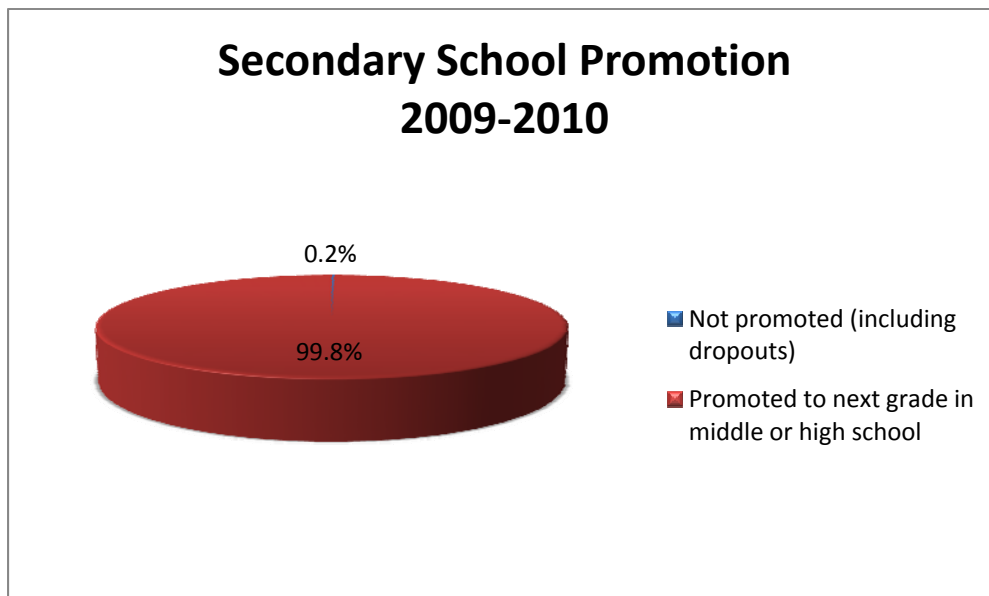
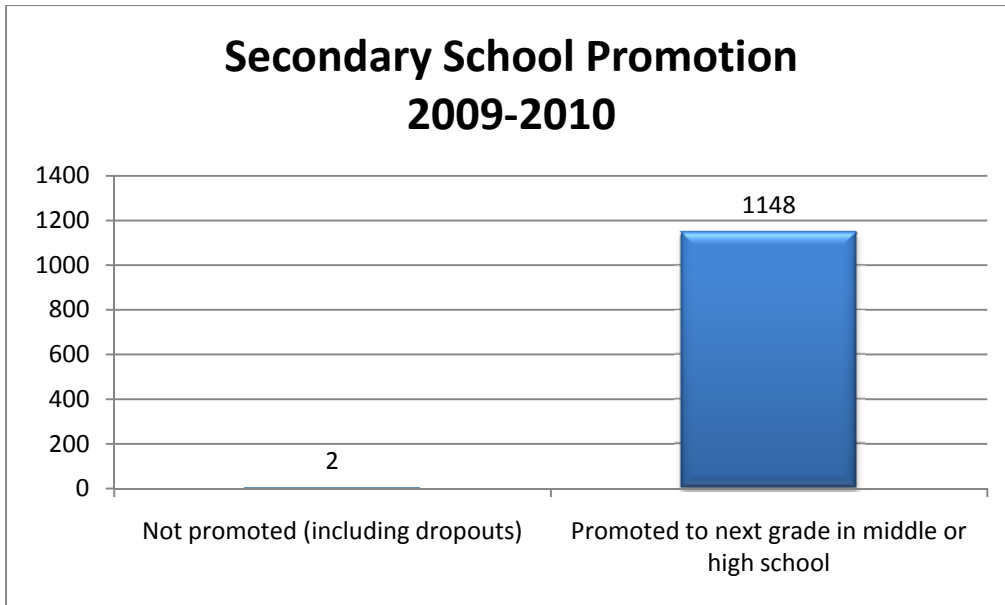
Participant Distribution by Educational Status 2009-2010



Participant Distribution by Educational Status 2009-2010

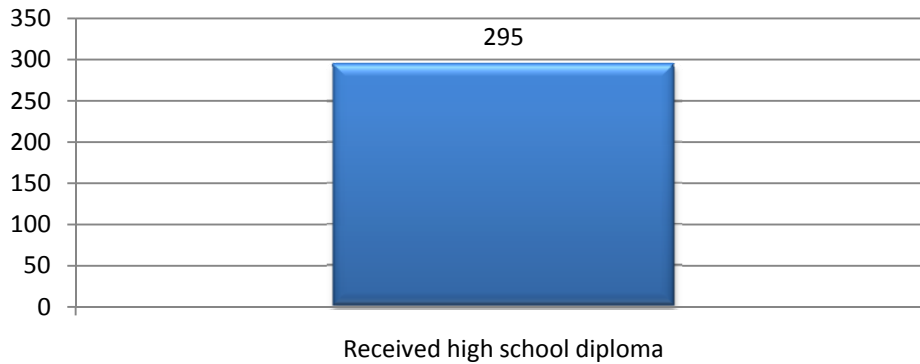


The majority of the students served during the grant year were ninth to 11-graders followed by middle school students.

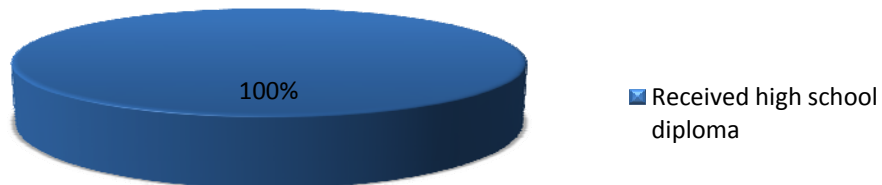


The outcome for “non-senior secondary school participants” exceeded the objective of 90 percent who were promoted to the next grade level.

Participant Distribution by Secondary School Graduation 2009-2010

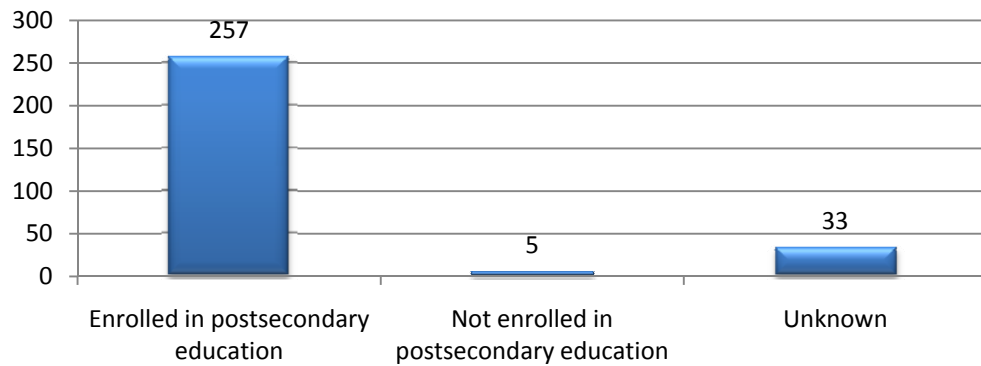


Participant Distribution by Secondary School Graduation 2009-2010

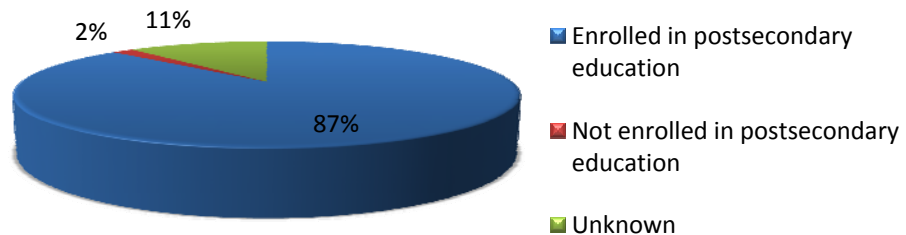


All of the high school seniors and their equivalents received a high school diploma. The program surpassed its goal of 90 percent of high school seniors (and their equivalents in alternative education programs) that graduated from secondary school or received a certificate of high school equivalency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

"College Ready" Participants and Postsecondary Education Enrollment 2009-2010

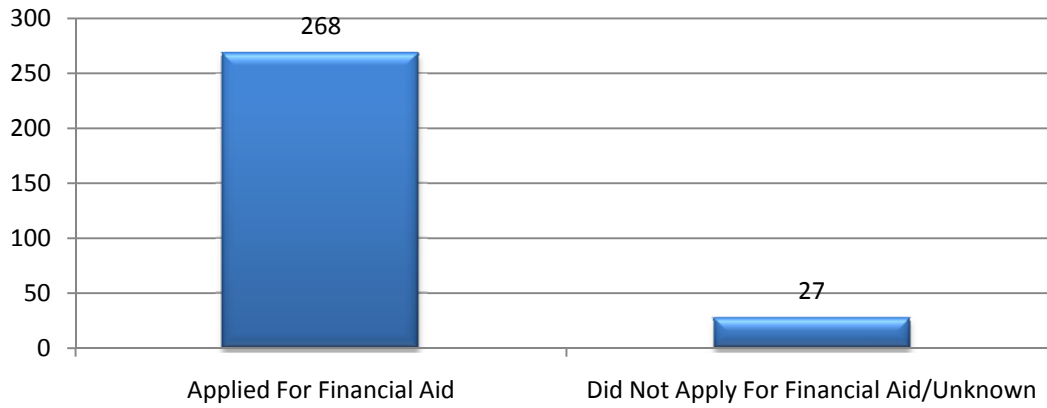


"College Ready" Participants and Postsecondary Education Enrollment 2009-2010

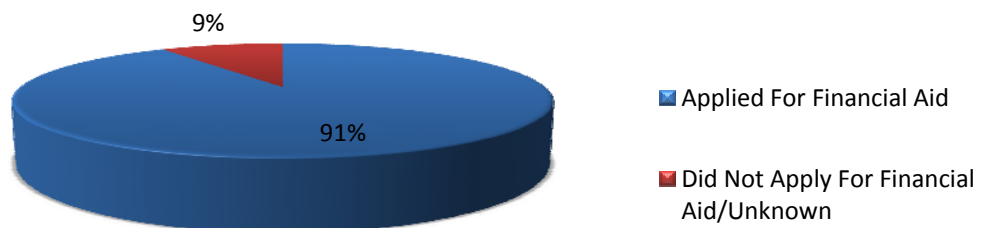


Ensuring that eligible students apply for postsecondary school admission is critical in whether or not the student will actually enroll. The program surpassed its goal of 80 percent of "College Ready" participants who applied for postsecondary school admission.

"College Ready" Participants and Financial Aid 2009-2010

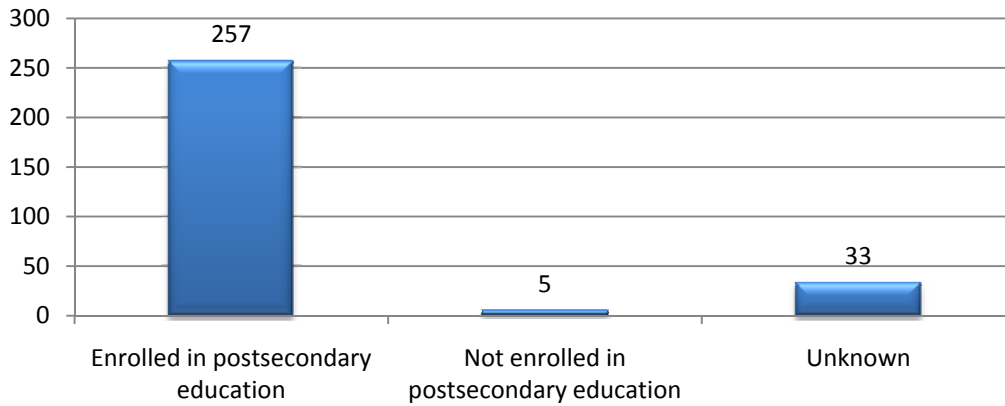


"College Ready" Participants and Financial Aid 2009-2010

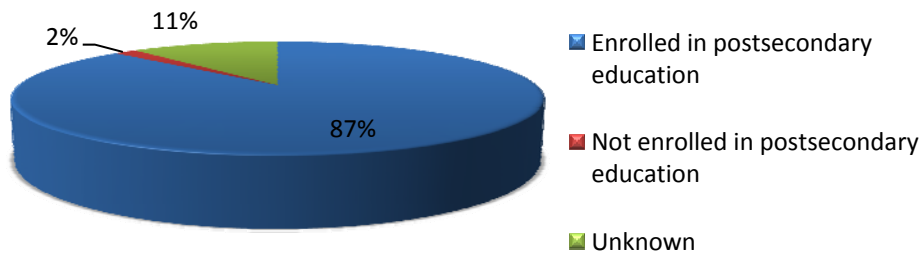


The program exceeded its goal of 80 percent of "College Ready" participants who applied for financial aid. Financial aid includes grants, loans and scholarships.

"College Ready" Participants and Postsecondary Education Enrollment 2009-2010

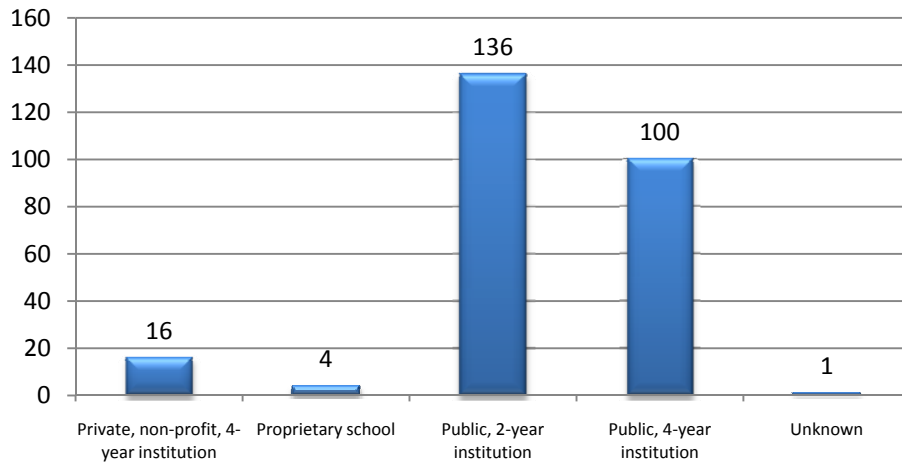


"College Ready" Participants and Postsecondary Education Enrollment 2009-2010

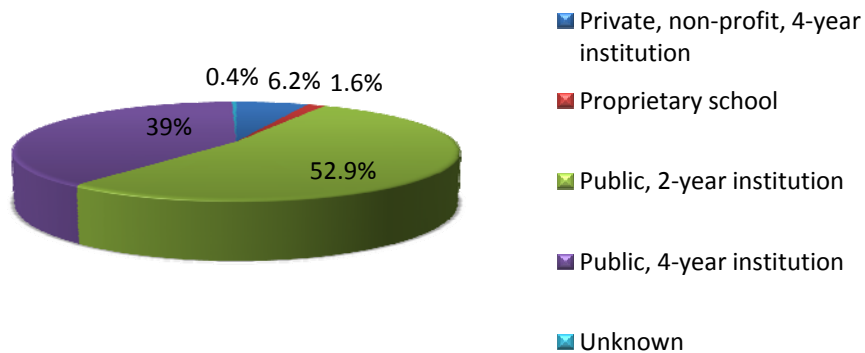


The results for "College Ready" participants surpassed the objective of 75 percent who enrolled in postsecondary education by the fall 2010 term.

Types of Postsecondary Institutions 2009-2010



Type of Postsecondary Institutions 2009-2010

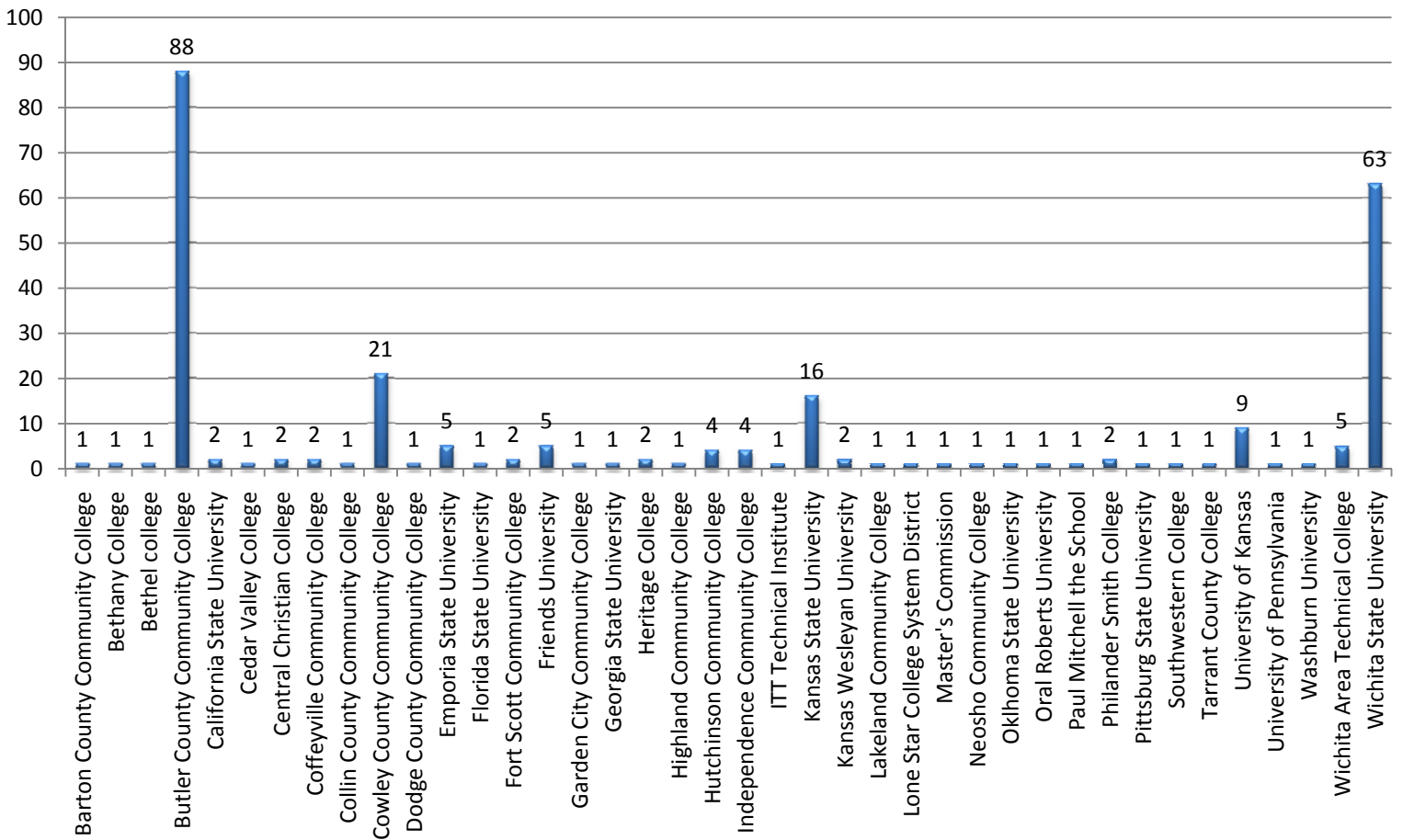


The majority of “College Ready” participants who enrolled in postsecondary education attended a public two-year institution or a public four-year institution.

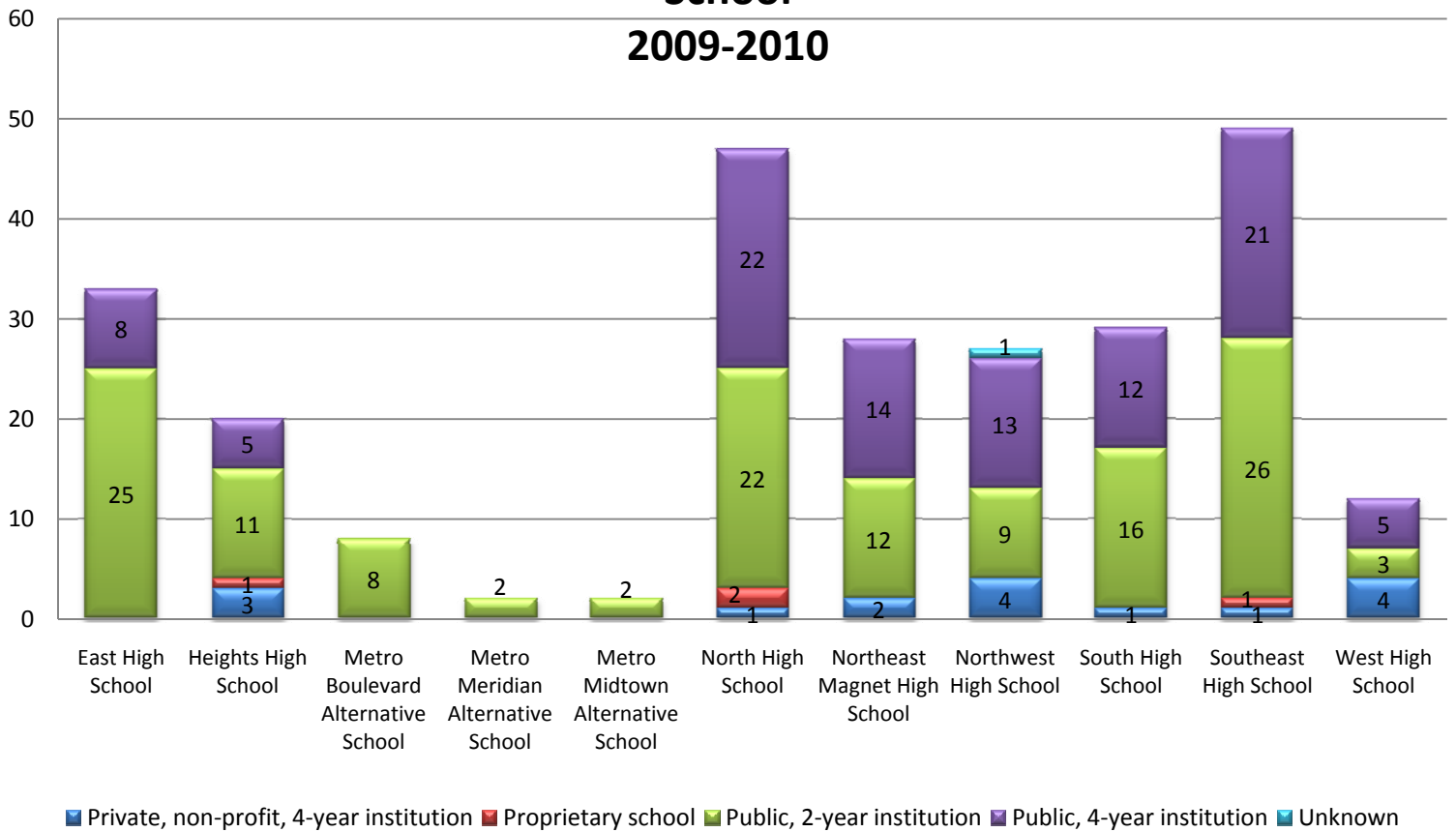
Postsecondary Education Status

The program served 295 “college-ready” participants from 11 different high schools. Two-hundred and fifty-seven (87.1 percent) enrolled in postsecondary education (PE), while the other 38 (13 percent) of participants were either not enrolled in postsecondary education or were unknown. The following graphs reflect the number of program graduates by PE enrolled, high school graduated from and name of PE institution participants are enrolled.

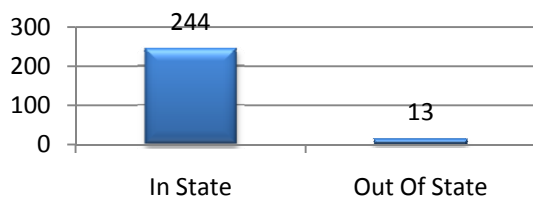
Name of Postsecondary Institutions 2009-2010



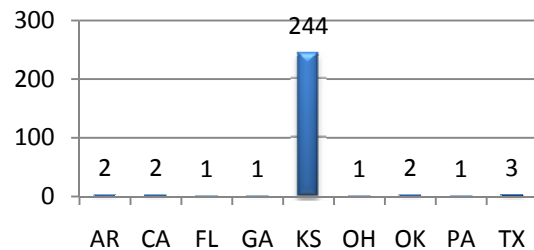
Type of Postsecondary Institutions Enrollment by High School 2009-2010



Postsecondary Education Enrollment by Localities 2009-2010



Postsecondary Education Enrollment by State 2009-2010



Evaluation of TRIO Talent Search

2009-2010 Program Year 6th-11th Grade Evaluation of Services

Evaluations were administered to 194 6th-11th grade participants for the 2009-2010 program year in April and May. The students were enrolled in the following schools:

Current High School	Number of Participants
East	11
Heights	8
Metro-Boulevard	10
Metro-Midtown	2
North	10
Northeast Magnet	39
Northwest	1
South	20
Southeast	18
Total	119

Current Middle School	Number of Participants
Allison	8
Coleman	1
Hamilton	8
Mayberry	55
Mead	2
Pleasant Valley	1
Total	75

The evaluation was based on a Likert-Scale (3=Excellent, 2=Good, 1=Fair, and 0=Poor). Participants were asked to rate services and information received from the program. The evaluation of services slightly differed among the grade classifications. For example, the middle school (6th-8th grade) evaluation of services included additional questions on organizational skills, time management, test taking information and tutoring; while the high school (9th-11th grade) evaluation of services contained additional questions on scholarship information, career testing and financial aid workshops. Financial aid information, ACT workshop, ACT information, personal counseling, college information, academic counseling, mentoring, study skills information and career information/counseling were evaluated on both evaluations. Not all students rated each service.

Figure 1 includes responses to questions where both middle school and high school participants answered. Services rated include academic counseling, ACT information, ACT workshop, career information, college information, financial aid information, mentoring, personal counseling and study skills information.

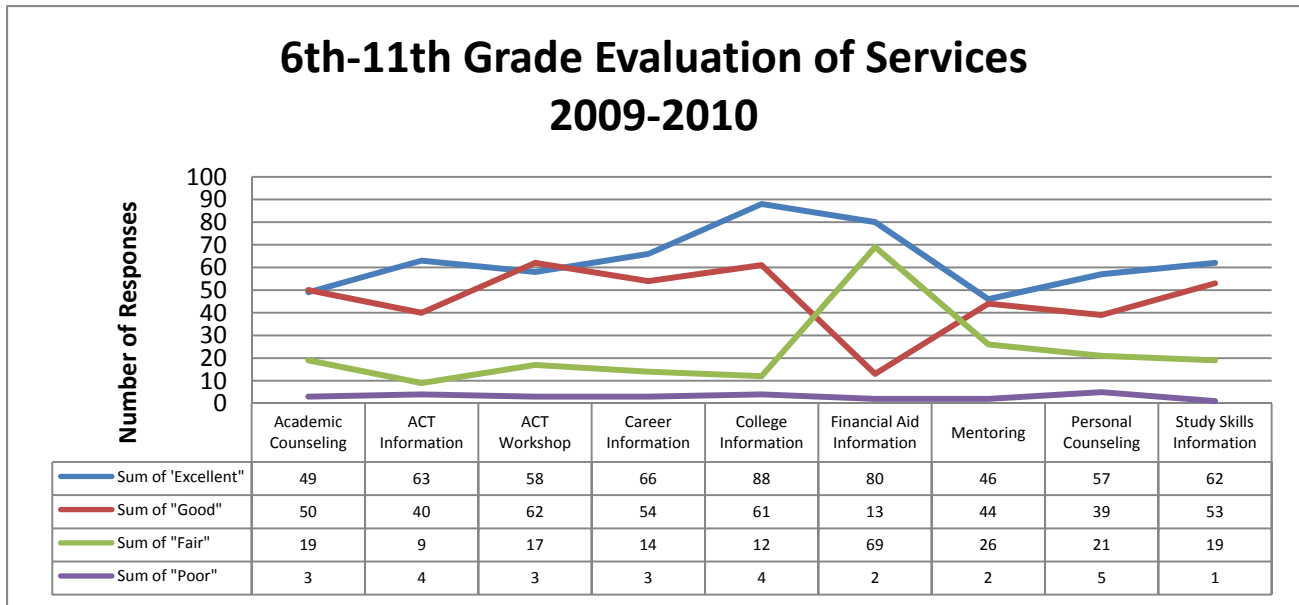


Figure 1

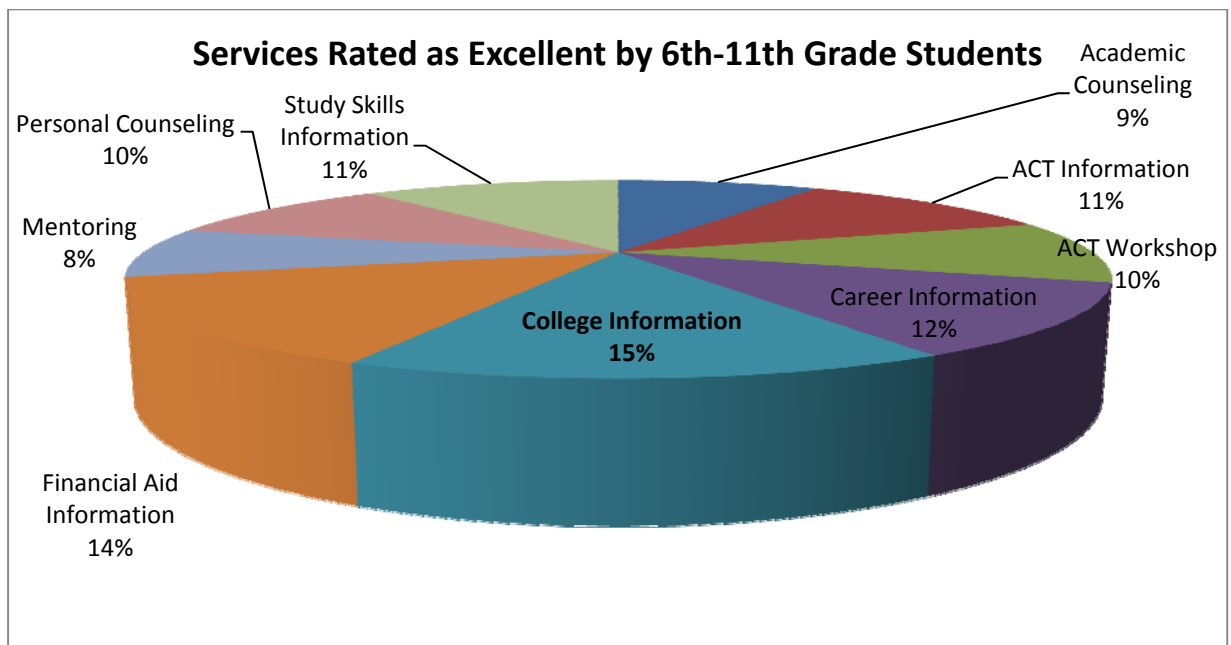


Figure 2

Figure 2 illustrates the majority of responses regarding services rated as “excellent” included college information followed by financial aid information.

Figure 3 includes responses from middle school participants regarding organizational skills, test taking information and tutoring.

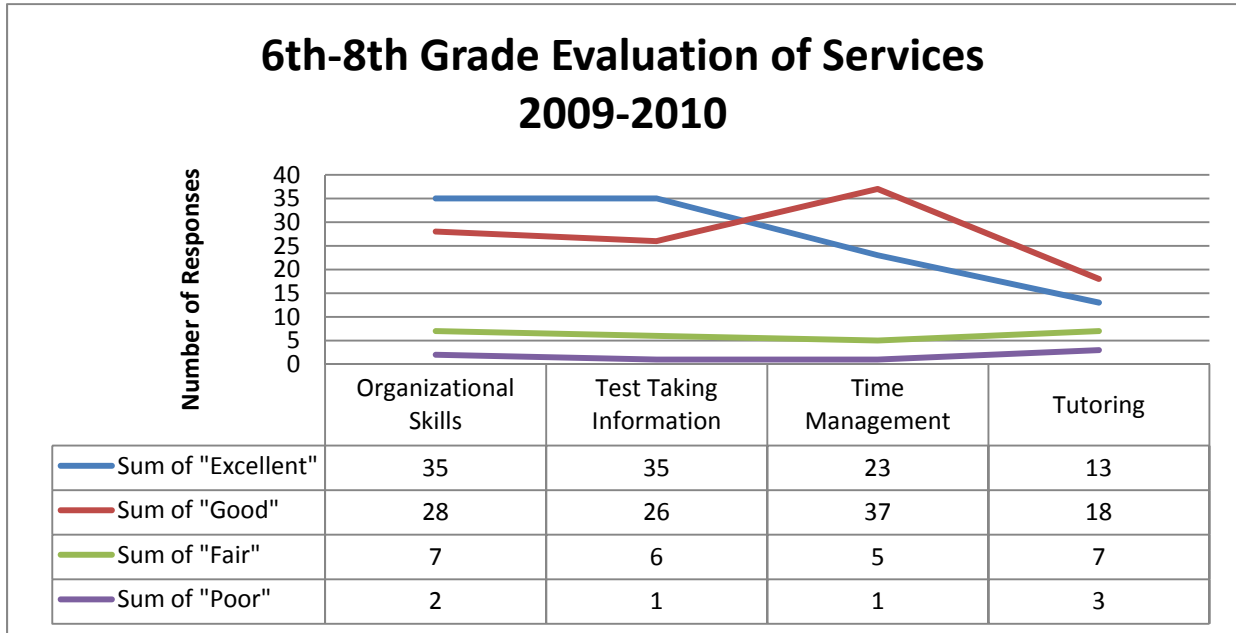


Figure 3

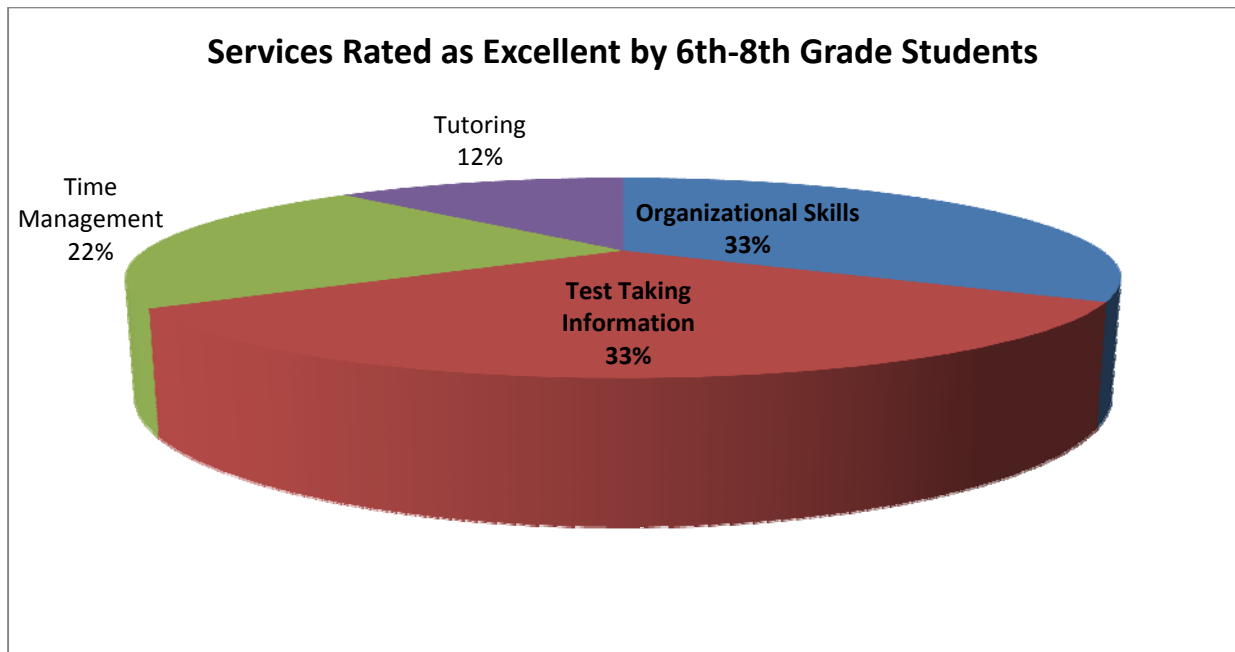


Figure 4

As shown in Figure 4, test taking information and organizational skills received the most “excellent” ratings, followed by time management.

The following figure includes responses from high school participants regarding career testing, financial aid workshops and scholarship information.

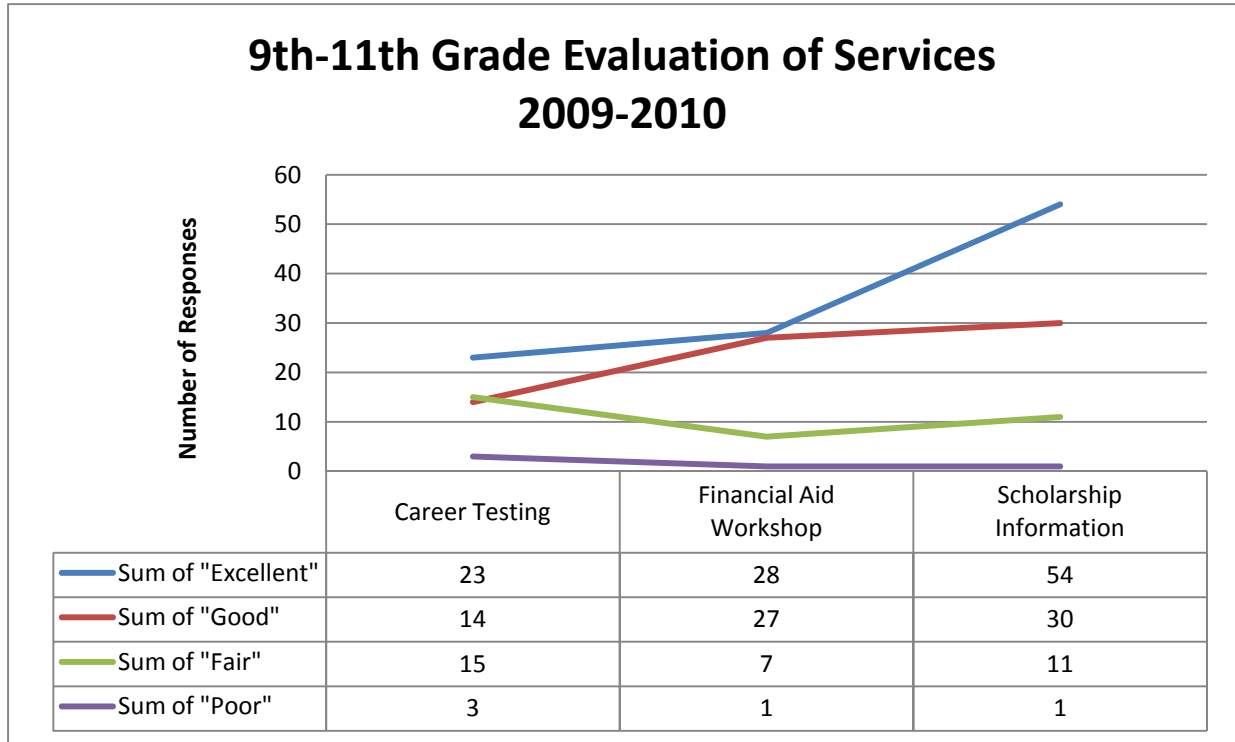


Figure 5

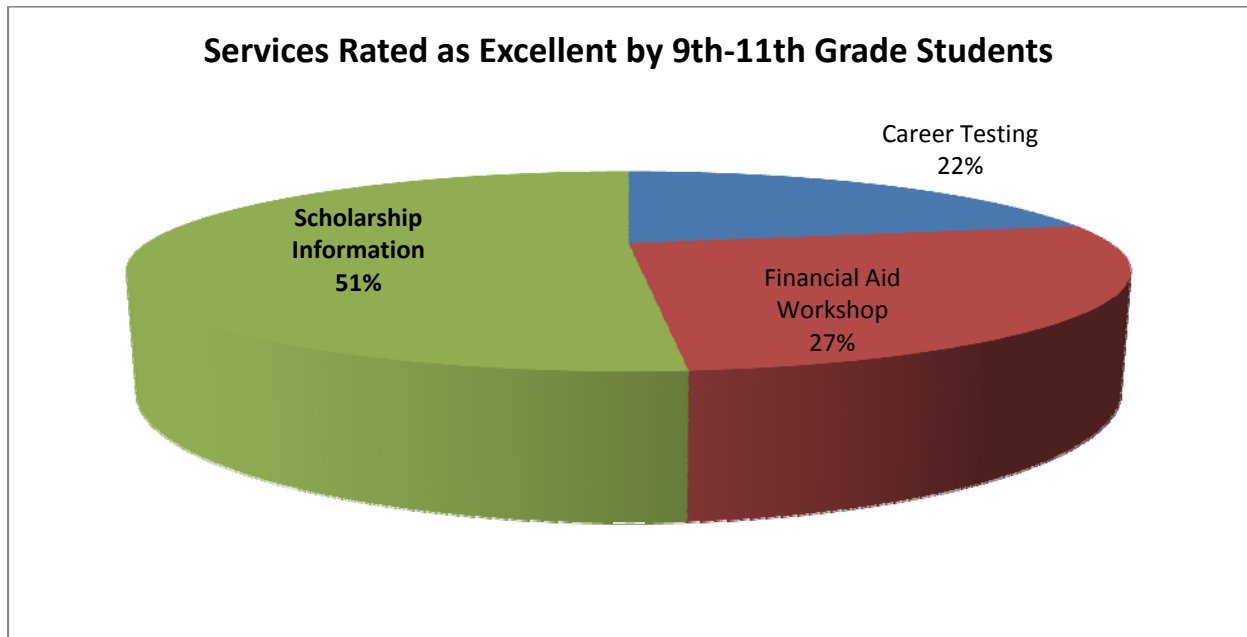


Figure 6

Scholarship information received the most “excellent” ratings, followed by financial aid workshops.

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

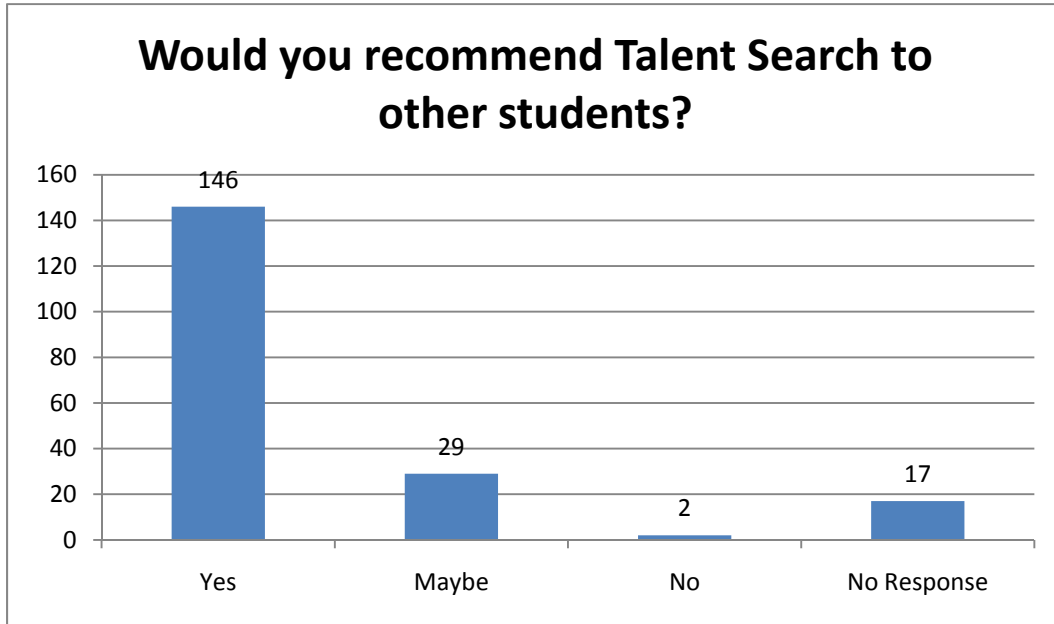


Figure 7

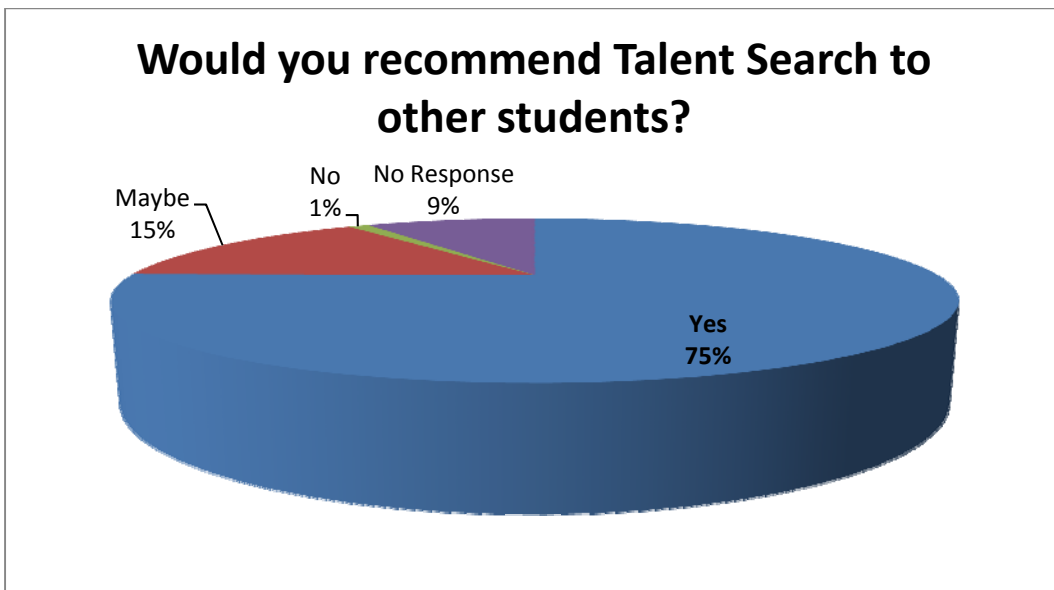


Figure 8

The results illustrate that 75 percent of the responding participants would recommend the program to others; while only one percent responded "no." 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 decision making regarding college education, provided them with different opportunities and helped them to stay on track because of the wealth of knowledge they

obtained from the staff. The other reasons participants recommended the program included: because it helped in several ways including ACT preparation, guidance for the future, goal priorities and campus visits.

Participants were also asked to indicate how often the information provided by the Education Development Assistant (EDA) fulfilled their academic needs. Using a Likert Scale (4=Often, 3=Usually, 2=Sometimes, 1=Seldom, and 0=Never) the following figures illustrate the responses of the participants.

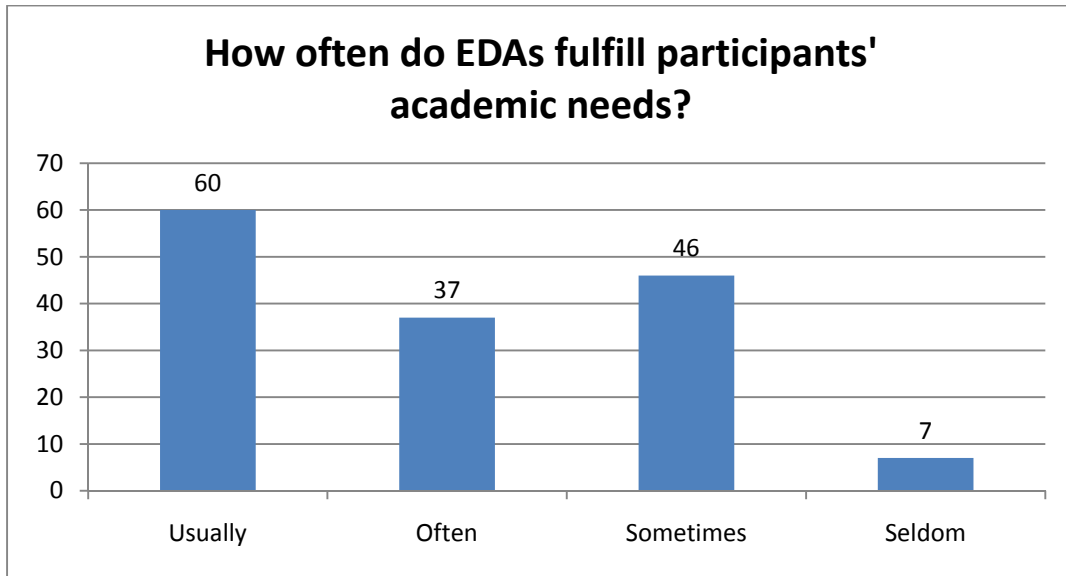


Figure 9

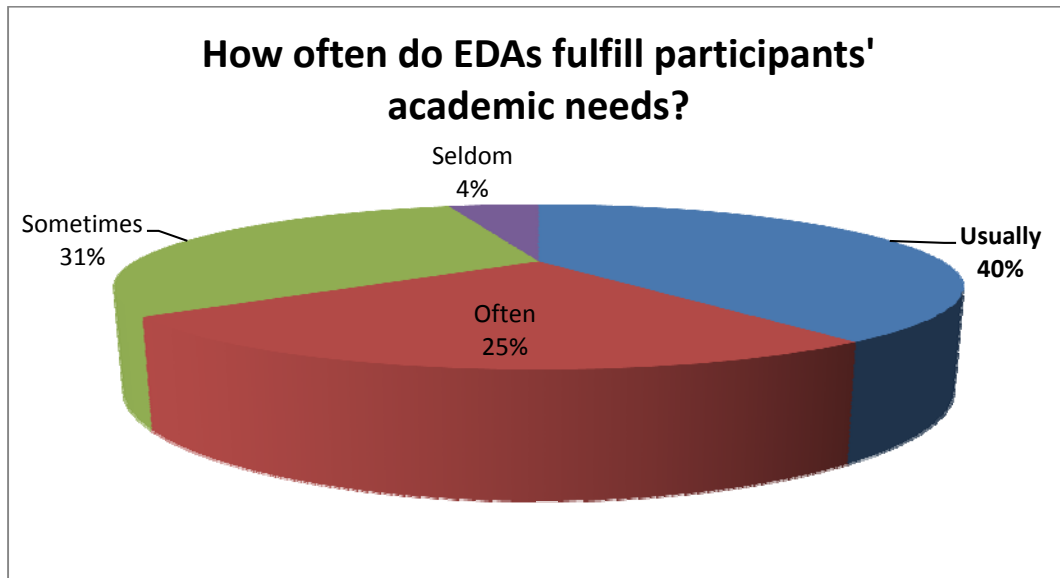


Figure 10

Forty percent of the respondents reported that they “usually” received the information they needed to fulfill their academic needs.

Participants were asked to provide two suggestions on ways that the program could improve services to the students. Approximately 30 percent of the respondents suggested more frequent meetings. Roughly eight percent suggested more college information and more snacks. The rest of the suggestions ranged from one-on-one personal meetings, more events and college searches; while the other eight percent of the respondents felt that the program is already great. The participants were also asked what other services the program should provide. Twenty-nine percent of the respondents felt the program already covered necessary services to help students with their success; while 11 percent of the participants suggested a peer tutoring program, job search services, community service opportunities and the remaining suggestions included services already provided by the program.

Overall, the results demonstrate that the respondents were satisfied with the services they received. Thirty-three percent of the respondents rated the received services as “excellent” and 24 percent rated them as “good”. Only one percent of the respondents rated services received as “poor”; while 33 percent of the participants did not rate the provided services.

Evaluation of TRIO Talent Search

2009-2010 Program Year Senior Evaluation of Services

The Senior Evaluation of Services surveys were administered to 12th grade TRIO Talent Search participants in April and May. Seventy-one participants completed the evaluations and were enrolled in the following schools:

Current High School	Number of Participants
East	6
Heights	7
Metro-Meridian	1
Metro-Midtown	4
North	11
Northeast Magnet	8
Northwest	6
South	15
Southeast	13
Total	71

Participants were asked to mark the services they received and indicate their level of satisfaction based on a Likert-Scale (3=Excellent, 2=Good, 1=Fair, and 0=Poor). 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. Not all students rated each service.

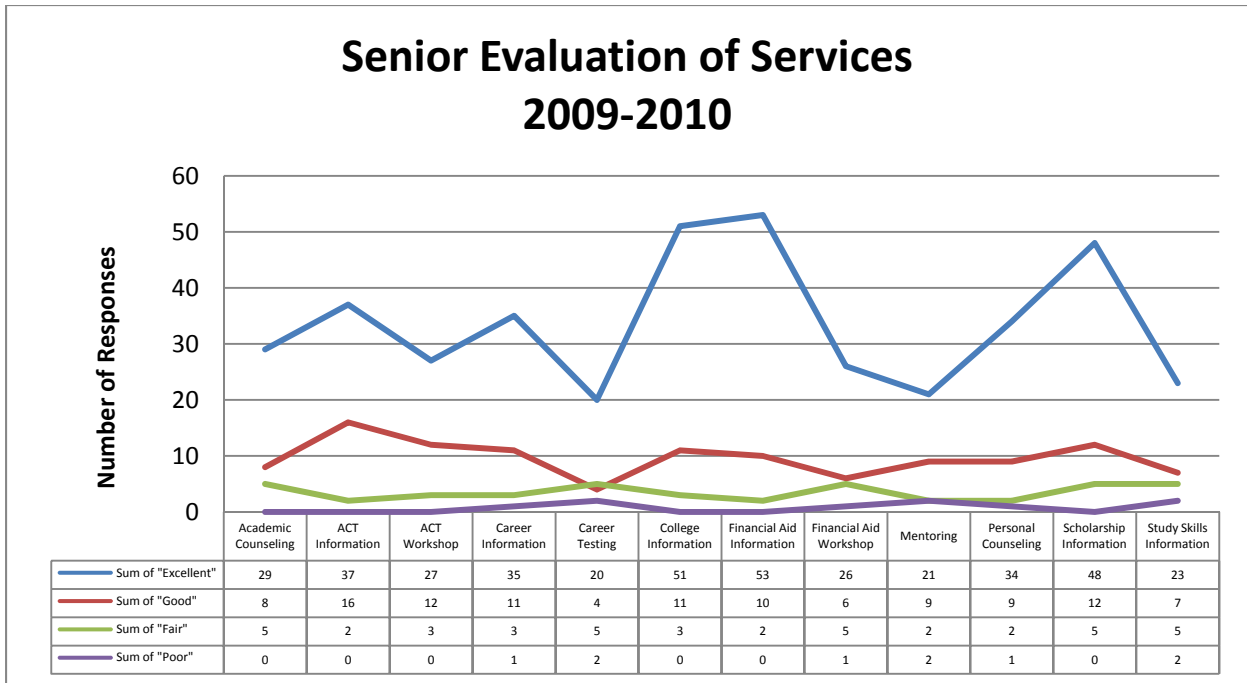


Figure 11

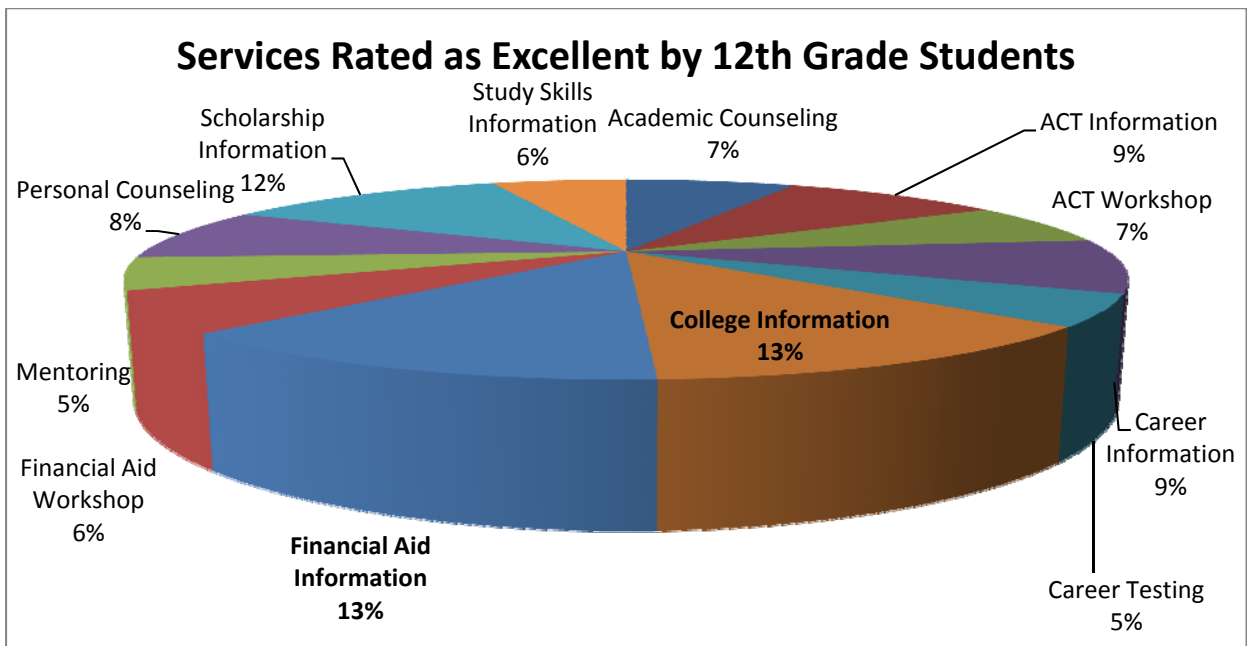


Figure 12

The majority of the responses regarding services were rated as “excellent” with financial aid information and college information equally receiving the most “excellent” ratings, followed by scholarship information.

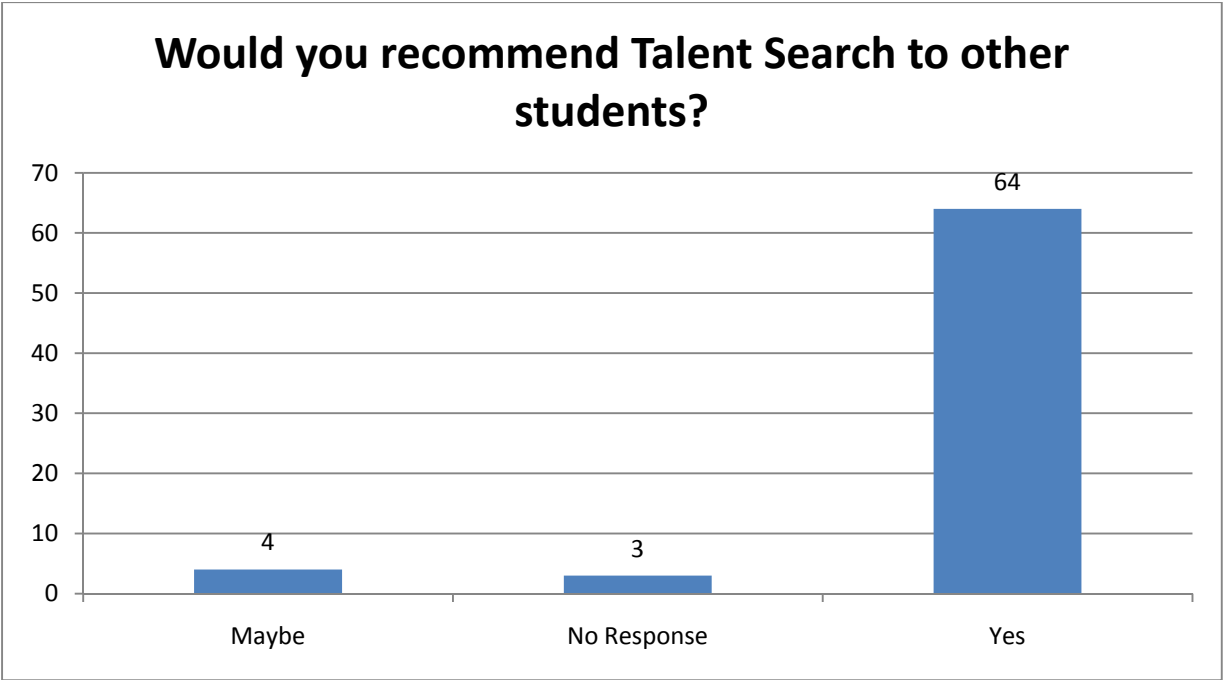


Figure 13

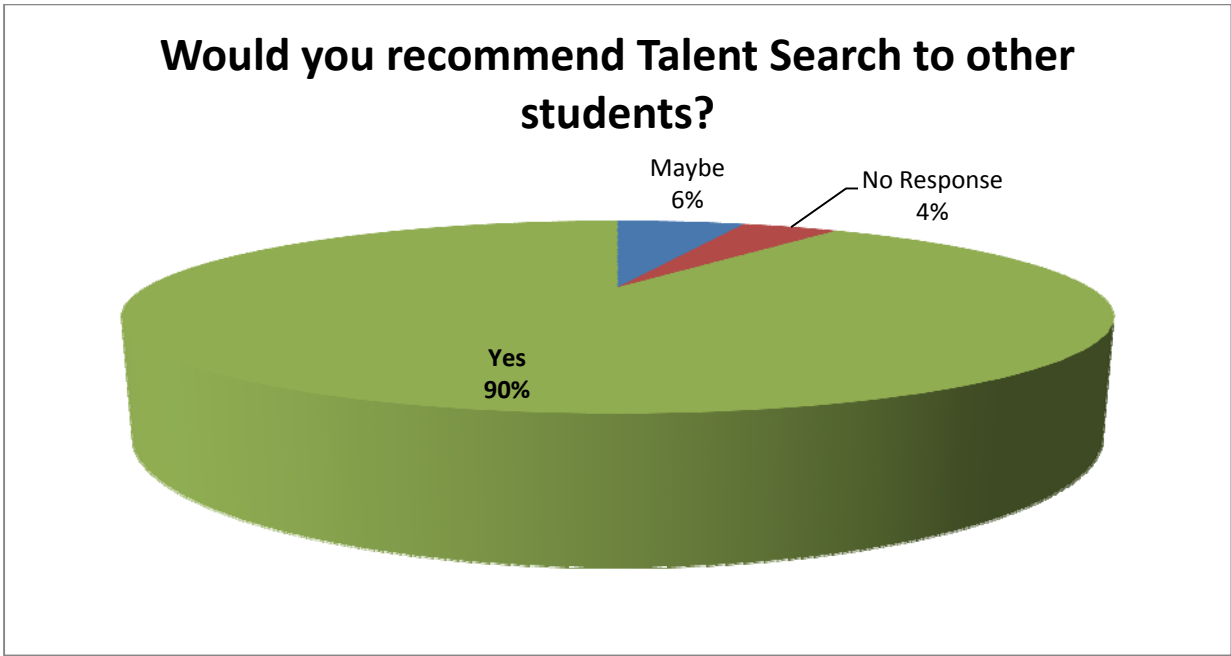


Figure 14

The results demonstrate that 90 percent of the responding participants would recommend the program to other students.

Some of the reasons for recommending the program included:

“it's a big help and they had great resources”

“it has helped me out a lot about my college questions and got me ready for college”

“helps inform you about college and opportunities available”

“because they help you so much on getting started on college applications and scholarships”

“because it gives people the correct resources and guidance”

“so students can take the chance for a higher education”

“because I felt like this program benefited my schooling”

“TRIO informed me on many things I did not know of like financial aid, scholarships, and my ACT. I think it is good for students to know that they have many options to getting into college and that there is a way to get past how much it costs”

“because it is an amazing chance to get far in life with help from people who really care”

“this program opens doors for various opportunities”

“it's a great program”

“because it helps you set a path for your future”

The participants were also asked to mark the statement of services/information received and indicate their level of agreement based on a Likert-Scale (3=Yes, 2=Somewhat, 1=Unsure, and 0=No). More than half of the respondents felt that they had become more comfortable with the college admission process and more aware of the deadline dates for colleges, scholarships, the ACT and financial aid applications. Participants indicated that they became more knowledgeable about the kinds/types of financial aid available. They also realized the importance of finishing high school and improving their grade point averages. Lastly, they understood the importance of choosing a college major based on their career plans.

The following figures illustrate the participants' responses to questions regarding the program's impact on their knowledge, confidence and understanding of postsecondary education.

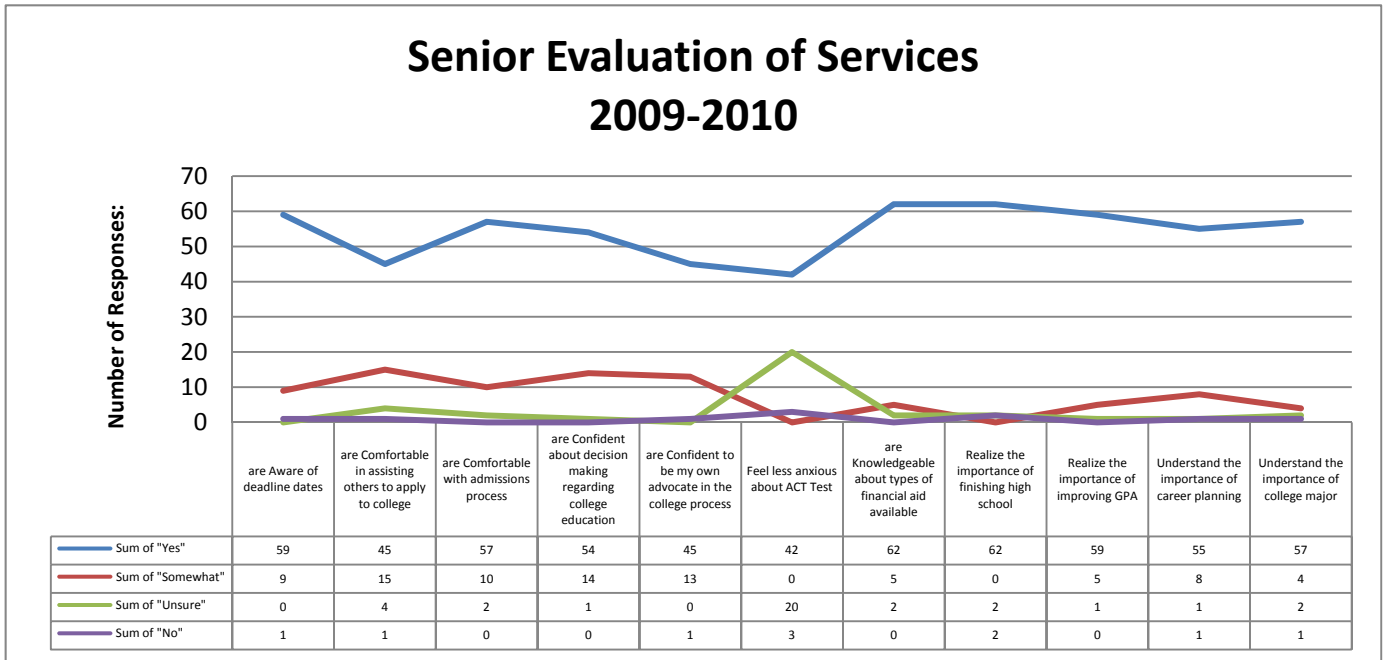


Figure 15

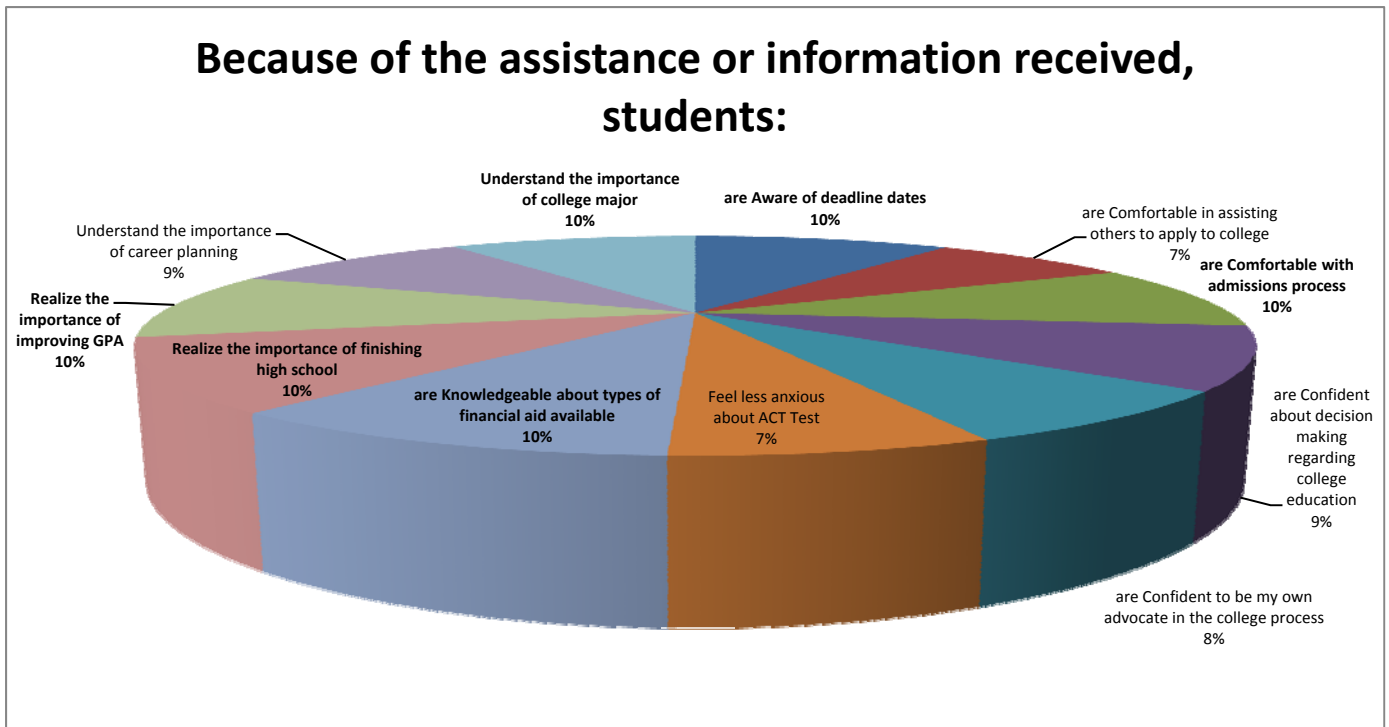


Figure 16

Participants were asked to give suggestions on other services the program should provide to students. More than half of the responding participants believed that the program already provided good and helpful services and information needed to assist students. However, roughly six percent of the respondents suggested other services including job shadowing and job outlook information. Approximately 12 percent of the responding participants also wanted more information on scholarship opportunities.

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

“I think TRIO is doing a fine job and providing the help needed”

“I really appreciate everything.”

“They are doing great.”

“This is a great program and it helped me a lot.”

“Thank you so much for everything you have done for me.”

Generally, the results demonstrate that the students who responded to the evaluation were satisfied with the services received. Sixty percent of the combined respondents rated the received services as “excellent” and “good”; while 33 percent of the participants did not select received services; therefore did not rate the provided services. Approximately 76 percent of the responding participants agreed that based on receiving assistance or information they were comfortable with the college admissions process, became aware of deadline dates, knew about types of financial aid available, realized the importance of finishing high school and improving grade point average, and understood the importance of choosing college majors based on career plans; while one percent did not agree and seven percent did not respond to the question.



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

Funding for the 2009-2010 grant year was \$513,873.

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