

TRiO

Talent Search/ Project Discovery

2007-2008

Annual Report



WICHITA STATE UNIVERSITY

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Message from the Director

This past grant year (2007-2008) marked the start of our new four-year grant cycle. I anticipate that many regulatory changes will take place over the next several months that will impact Talent Search to a large degree. The Higher Education Opportunity Act, which was just passed into law, has many changes in store for the Talent Search program. We will have to take a “wait and see” approach before we can effectively respond to the new language and governmental expectations. In the meantime, we will continue to do out very best in serving over 1,500 students each year.

With that in mind, I am sure that readers of this document will find the successes of the program impressive. The staff has done an outstanding job in recruiting and selecting students who could benefit the most from program; the delivery of services continues to be effective because most of services provided to students are in their schools; communication between the program and public school personnel continually improves; parents regularly call the program office to refer their children to the program; collaboration with other TRIO programs and GEAR UP programs is on the rise resulting in improved and cost effective services provided to students; support from college admissions and financial aid personnel has grown and the recruitment of TRIO Talent Search students and increased; and finally, support from the Wichita State University (WSU) administration remains strong. All of these areas assist in the continual improvement of the program.

I feel fortunate to work alongside talented individuals who have a passion for the success of low income and potential first generation college students. **Manivone Souriya, Stephanie Haynes, Earl Vore, Myron Richard, Tia Owens, Johana Salas, Logan Stork, and Karen Duncan** are to be commended for their fine efforts. I’d also like to acknowledge former Talent Search staff members **Linda Sessions** and **Tiffany Franks** for their contributions during the 2007-2008 grant year. Our leader, Our leader, **Deltha Q. Colvin**, Assistant Vice President for Campus Life, is the guiding light for TRIO Talent Search and all the other programs under her supervision.. Her guidance and support is unparalleled and WSU TRIO programs are extremely fortunate to have a person of this national stature leading the way. I’d also like to acknowledge the Vice President of Campus Life and University Relations, **Dr. Ron Kopita**, for his support of the program. Dr. Kopita’s commitment to equal educational opportunity is a tremendous asset for the program.

Cheers!

Larry Ramos



Part I

❖ Program Description & Mission Statement

❖ Program Goals and Objectives

❖ Services & Activities

Program Description and Mission Statement

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

The program received funding in 2007-2008 in the amount of \$513,873 from the U.S. Department of Education (ED). A grant in the amount of \$520 was received from the Kansas State Department of Education for a summer food program.

The program maintains two offices; a field office in Parsons, Kansas and the main office in Wichita. The program employs a full-time Director, Assistant Director, Middle School Director, Educational Development Assistants, Senior Administrative Assistant, Administrative Assistant, Tutors, and Student Assistants. While most of the grant funds are allocated to services provided to students, funds are included for professional staff development, equipment, supplies and other operating expenditures.

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

Services were provided to 1,567 participants who met eligibility requirements. Participants were mostly from low-income families and who were potential first generation college students (families where neither parent has received a four-year college degree). Over 100 middle school students received tutorial services and over 50 students were selected for the Middle School Summer Enrichment Program.

Other highlights include:

- * 1,220 of the project students were promoted in middle school and/or high school
- * 309 of the project participants received a high school diploma or equivalency
- * 86% of the project seniors received technical assistance in completing college admissions applications
- * 84% of the project seniors received technical assistance in completing student financial aid forms
- * 80% of the project seniors were enrolled in post-secondary education in the Fall term

Program Goals and Objectives

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

Secondary School Promotion:

90% 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.

Secondary School Graduation:

90% 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.

Student Financial Aid:

80% of “college ready” project participants will apply for financial aid during each budget period.

Postsecondary Education Admissions:

80% of “college ready” project participants will apply for postsecondary school admission during each budget period.

Postsecondary Education Enrollment:

75% of “college ready” participants will enroll in a program of postsecondary education during each budget period (or during the next fall term)

Please note the following definitions:

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

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

Services and Activities

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

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

Counselors advise students on the Kansas Board of Regents pre-college curriculum to ensure completion of a rigorous program of study increasing their chances for postsecondary eligibility. The Middle School Summer Enrichment Program 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 on-line applications. A computer lab is available for students to complete on-line applications and to complete the FAFSA. Counselors review applications and students are assisted to secure admission application fee waivers offered by many colleges and universities.

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

Program staff advises students on preparing for the ACT and SAT exams. The program's resource library houses study guides and practice test materials. ACT preparation software is also available for student use. The Educational Development Assistant/ACT Coordinator conducts workshops throughout the year for schools and community agencies. ACT registration fee waivers are provided to students who meet low income guidelines.

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

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

- ***Mentoring and career counseling***

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

- ***Tutorial services***

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

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

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



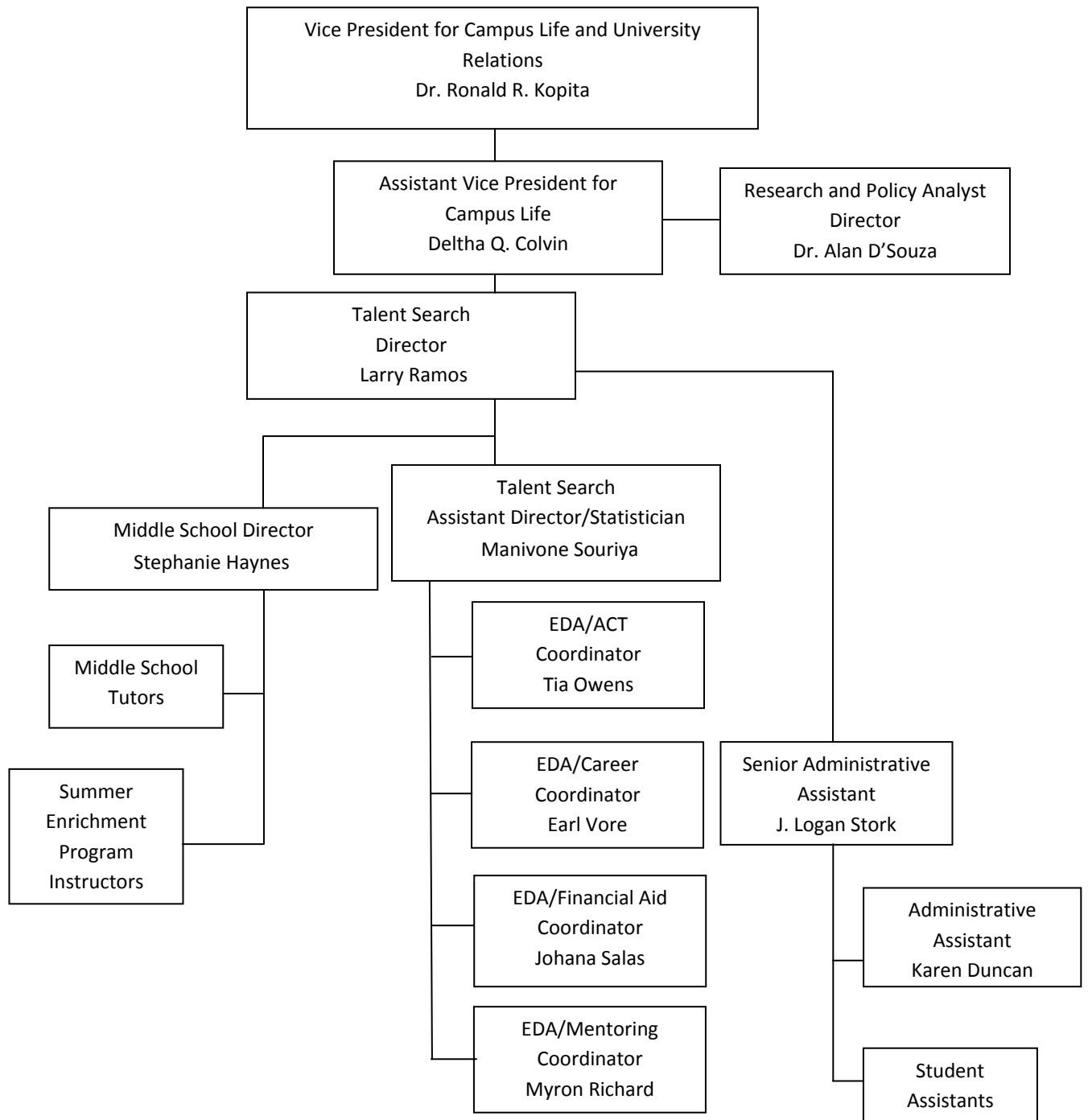
Part II

❖ Organizational Chart

❖ Program Staff

❖ Professional Development

Organizational Chart for TRIO Talent Search/Project Discovery



Program Staff

Wichita State University (main office)
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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

J. Logan Stork, Senior Administrative Assistant

Suhasini Pyarasani, Tutor

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Krishna Teja Sangaraju, Tutor

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Earl Vore, Educational Development Assistant/Career Coordinator

Karen Duncan, Administrative Assistant

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Professional Development

Larry Ramos, Director



College Goal Sunday FAFSA Training Webinar December 10, 2007

Larry Ramos, Director, collaborated with Regina Krob of the WSU Financial Aid Office to host the financial aid training webinar for *College Goal Sunday* (CGS) volunteers. The training was offered over the internet and sponsored by the National Association of Student Financial Aid Administrators (NASFAA). Andra Cross of St. Joseph's College in Maine was the presenter. In addition to Ramos and Krob, Tiffany Franks, Educational Development Assistant for Talent Search attended the training. The event was held in the Garden Level Conference Room of Brennan Hall.

Planning for this activity began several weeks in advance. Krob obtained permission and the access code to join the webinar while Ramos secured the room, computer, internet connectivity, and conference phone line for the audio portion of the webinar. Ramos also invited other TRIO staff members to participate. As a result of the advance planning, no technical difficulties were experienced at any point during the webinar.

Some of the significant pieces of information that was presented include the following:

- Most people apply for financial aid via the web.

- The paper FAFSA is orange in color.
- The PIN may now be obtained in real-time.
- The Department of Education will mail the Student Aid Report if the PIN does not match with database records.
- Parents must report Plan 529 (college savings account) as income on the FAFSA, but if it is in the child's name it doesn't need to be reported on FAFSA as income.

Cross reviewed the FAFSA on the Web Worksheet question by question. Each question was explained and clarification was added where gray areas exist.

The following are some of those areas:

- Educational level of parents refers to natural parents only.
- Enter zero's (0's) on question # 58 for no social security number.
- Enter "FC" if not a legal resident of any state.
- Worksheet C: students should include as many items as possible (because it lowers the Expected Family Contribution-EFC).
- Worksheets A and B include items that increase the student's/parent's EFC.
- For any questions students should call 1-800-4FED AID

Ramos felt that the webinar was very organized and interesting. He also thought that the webinar will help him feel more comfortable when explaining the FAFSA to students and parents at *College Goal Sunday*.

Michael Tilford Conference

October 5, 2007

The Director, Larry Ramos, attended the *Michael Tilford Conference on Diversity and Multiculturalism* held on the Wichita State University campus. An estimated one hundred college professors, administrators, and student affairs personnel from various campuses were in attendance. The conference was sponsored by WSU and the Kansas Board of Regents. Accordingly, the purpose of the conference was four-fold: The Tilford Conference provides an opportunity for faculty and administrators at the Kansas Regents' institutions to approach curriculum transformation from an institutional perspective by: 1) identifying a model for diversity curriculum transformation, 2) examining the role of faculty and administrators (from both academic and student affairs areas) in curriculum transformation, 3) sharing faculty ideas of what works in the classroom, and 4) discussions to establish a Tilford Group on each campus.

The highlight of the conference in Ramos' opinion was the breakfast session where Ramos listened to various speakers including Susan Kovar, Dean of the WSU Graduate School, who spoke about the history of the Tilford conference and the legacy of Dr. Michael Tilford. Following Kovar and the other speakers, the keynote address was delivered by Dr. Debra Humphreys, Vice-President for Communications and Public Affairs at the Association of American Colleges and Universities. Dr. Humphreys' presentation was entitled, *Toward Effectiveness in an Intercultural World: Transformations on Campus, in the Curriculum, in the Global Economy*. In her speech, Dr. Humphreys sketched out a vision for change in higher education necessitated by our increasingly "intercultural" world. Using public opinion research, she presented data on the importance of diversity and

intercultural skills in today's world — for success both in the workplace and in civic life within a diverse democracy. She presented the latest research on the educational impact of a diverse campus, classroom and curriculum.

Ramos mingled with several WSU faculty and staff and took the opportunity to visit with other TRIO professionals from other institutions.

Lastly, the conference is taking on a more specific approach by developing Tilford groups on individual campuses. Tilford groups examine the diversity plans on respective campuses and offer suggestions for improvements. The speakers also provided ample opportunity for the audience to question current practices in higher education and challenge traditional views regarding multiculturalism in the curriculum. Overall, Ramos felt the conference was a worthwhile experience.

Manivone Souriya, Assistant Director



How to Respond to Troubled Students or Staff

April 28, 2008

Mani Souriya attended a talk on troubled students given by Dr. Maureen Dasey-Morales, Director of the Counseling & Testing Center (CTC) at Wichita State University.

Dr. Dasey-Morales first discussed the common warning signs of student/staff distress which were broken down into three components: Academic, interpersonal, and behavioral problems. Academic problems included career and course indecision, excessive procrastination, uncharacteristically poor preparation or performance, repeated requests for extensions or special considerations, disruptive classroom behavior, excessive absence/tardiness, avoiding or dominating discussions, and references to suicide or homicide in verbal statements or writing. Interpersonal problems exhibit warning signs as evidenced by the student asking instructors for help with personal problems, dependency on their advisor, hanging around offices, disruptive behavior, inability to get along with others, complaints from other student, and students isolating him/herself from others. The warning signs of behavioral problems include change in personal hygiene, dramatic weight gain or loss, frequently falling asleep in class, irritability, unruly behavior, impaired speech, disjointed thoughts, tearfulness, intense

emotion, inappropriate responses, difficulty concentrating, and physically harming oneself.

Dr. Dasey-Morales defined the three types of behavior: Troubling, disruptive, and threatening behavior. Troubling behavior causes one to feel alarmed, upset or worried for student's well being. Disruptive behavior interferes with or interrupts the educational process of other students or the normal business functions of the University. Finally, threatening behavior leaves people feeling frightened and in fear for their safety or the safety of others. Dr. Morales also discussed the interventions for concerning behaviors.

Dr. Dasey-Morales concluded the lecture with a discussion of how to make a Counseling & Testing Center referral. She mentioned the business hours of CTC and how to make referrals outside of CTC business hours including referrals to COMCARE Crisis Services. In conclusion, Ms. Souriya felt the lecture was very insightful and made her more aware of safety issues. She is confident about contacting the CTC if she were to encounter any crisis pertaining to troubled students.

Building the Creative Worker: Leadership, Agency, and Creative Self-Image

March 25, 2008

Mani Souriya attended the lecture held in the Special Collections area of Ablah Library on campus. The welcome and introduction was presented by Dr. Pal V. Rao, Dean of University Libraries. Then, the program proceeded on with the presentation by Mr. Steven M. Farmer, W. Frank Barton Distinguished Chair in Business.

Dr. Farmer initially defined creativity. He mentioned that creativity was the production of novel and useful ideas or solutions in organizations. There are four steps to creativity: Recognition of a problem or an opportunity, information gathering, production of creative ideas, selection of

creative ideas, and implementation of creative ideas. Creativity is judged differently by different populations; therefore judgments of creativity are “domain-specific”. For example, employee (faculty) governance is not a new idea in universities, but it would be for traditional auto-makers. Creativity is also seen as a cross-cultural. Within the organizations, employees must possess three elements: Resource, technique, and motivation, in order to develop creativity. The resource elements enable employees to function in their task domain. Technique elements provide employees opportunities to be creative and develop creativity-related skills. The motivation elements elicit employees’ interest and desire to be creative in their work and are elements that must be present for creativity to happen.

Dr. Farmer said that leadership and creative self-images are potent sources of creativity. The sense of identity is the root by which all honest creative effort is fed (Redding, 1959). How one sees him/herself or how one acts partially relates to how creative one is. He then links this concept to the “Pygmalion Effect:” Leader creativity expectations set off a chain reaction in followers. The chain reaction is as followed: Leader Expectations of Subordinate Creativity → Leader Relations and Creativity-Supportive Behaviors → Follower’s View of Creativity Expectations → Follower Creative Identity and Self-Efficacies → Follower Creative Performance.

Dr. Farmer also presented a chart from a research study regarding how employees respond differently to leader (supervisor) relations depending on the employees’ cognitive style (Adaptors/Innovators). The study showed that the level of creativity for the innovators were higher than the adaptors, which means the notion of “innate” creativity has something to do with creativity, though creativity relies on the external environment.

He showed four other charts from different research studies regarding creativity.

Dr. Farmer concluded that leadership at all organizational levels has a strong impact on employee creativity because it provides resources, tools, and generates abilities. They also provide jobs that allow and encourage creativity. Leadership empowers the group to support each other’s creativity and sends the message that “creativity is valued here.” The rest of the time was occupied by questions from the audience. The presentation provided Ms. Souriya a bigger picture of creativity within the organization. She also agrees that leadership impacts how employees perform in their job and their ability to be creative.

University of Las Vegas: TRIO Training Institute

January 13-18, 2008

Mani Souriya attended the TRIO Training Institute in Las Vegas, Nevada. The training took place on January 13-18, 2008 at the Riviera Hotel. Approximately 500 TRIO professionals from across the country attended this training. The training consisted of two components, in which Ms. Souriya attended both. The training sessions focused on FAFSA information and the rules and regulations in budgeting.

The *College Admissions and Financial Aid Counseling* training was intended to equip counselors with instruction and information on financial aid counseling. TRIO professionals were broken into groups according to the program they belong to. The facilitators for Talent Search/Project Discovery consisted of: Dr. Jerry Lewis, Ms. Lucy Jones, Mr. Bill Clarke, and Mr. Jonathan McKenzie. They presented several subjects pertaining to financial aid. The general session: *TRIO Students and Barriers to College Attendance* was covered by Mr. Jonathan McKenzie. The breakout sessions’ topics included *Preparing for Success*

in Post-secondary Education, Using Technology to Equip TRIO students for Success in Post-secondary Education, Understanding the Basics of Financial Aid, Guiding Students as They Search for Financial Aid, Completing the FAFSA, and Working with College Financial Aid Offices. Ms. Souriya did not have the opportunity to attend sessions that were held on January 13, 2008 due to illness.

On January 14, 2008, Ms. Souriya attended the breakout session: *Preparing Students for Success in Post-secondary Education*, which was presented by Ms. Lucy Jones. This training session was designed to assist TRIO professionals in implementing activities, events and programs to prepare students for success in post-secondary education. TRIO professionals need to assist students in identifying suitable post-baccalaureate institutions that match their personal interests, career aspirations, academic credentials, and achievement and fulfillment. One of the services that TRIO professionals need to provide to students in academia is SAT/ACT training and preparation. Within the academic services, TRIO professionals could implement classroom instruction, tutoring, mentoring, workshops/small groups, assessment and testing, and role models.

Later that day, Ms. Souriya attended Mr. Bill Clarke's breakout sessions: *Using Technology to Equip TRIO Students for Success in Post-secondary Education*. This session's objective was to encourage TRIO professionals in utilizing various technologies in strategizing and preparing students for success in post-secondary education. TRIO programs need to encompass a technology plan which consists of three components: 1) Hardware (Infrastructure); 2) Software; and 3) Training. In utilizing technology within the programs, TRIO professionals will be able to assist students with the FAFSA, careers, college exploration, and scholarship searches. Internet usage such as podcasting/blogs, Screencast, Ichat, group sites (Yahoo Groups),

and IMac are advanced technology methods TRIO professionals could utilize. A podcast is audio or visual content that is automatically delivered over a network via free subscription. The next session that Ms. Souriya attended was *Understanding the Basics of Financial Aid*, which was presented by Dr. Jerry Lewis. His session's objectives were to provide information on the basic understanding of the financial aid process and introduce participants to strategies for meeting students' financial aid needs while minimizing the loan burden. TRIO professionals were introduced to financial aid terms in order to be efficient when conversing with financial aid personnel. He presented the Need Comparison, which encompasses the difference of COA (Cost of Attendance) and EFC (Estimated Family Contribution) which equals out the NEED. Dr. Lewis also discussed the application steps of FAFSA as well as the federal sources of aid, which include Pell, FSEOG, Academic Competitiveness Grant (ACG), SMART Grant, Federal Work Study, and different loan programs.

On January 15, 2008, Ms. Souriya attended the session, *Completing the FAFSA*, presented by Mr. Bill Clark. Basically, this session was designed to help TRIO Professionals identify and understand the process in guiding TRIO students as they complete the FAFSA. It is imperative that TRIO Professionals understand the importance of the need for follow-up with students after they submit the FAFSA.

On January 16-18, 2008, Ms. Souriya attended the *TRIO Legislation & Regulations and TRIO Project Budget Management*, which is the second component of the TRIO Training Institute. The speakers for Talent Search/Project Discovery included Mr. Prince Teal and Mr. Jonathan McKenzie. Initially, she attended the general session: *Understanding TRIO Legislation*, which was presented by Ms. Cheryl Arnold. She defined the TRIO legislation. The legislation was passed by the Higher Education ACT of 1965 and then

amended in the 1998 Higher Act Amendments. The law content of which applies to all TRIO Programs is in the preliminary section (402A). However, there are specific codes and conducts that are program-specific. The regulations are developed under the direction of federal agencies in the executive branch (e.g., ED), as mentioned by Ms. Arnold. Each TRIO program has its own set of regulations, which prescribes the conduct of both ED and its TRIO-project grantees, which are found in the Code of Federal Regulations (CFR), Title 34: 34CFR642 through 34CFR647. Ms. Arnold also presented the *Hierarchy of Program Authorities*, which included TRIO legislation, TRIO program regulations, EDGAR, OMB circulars, guidelines, Grant Application procedures, and Annual Performance Report. Mr. Prince Teal presented *Managing Project Budgets*, which was designed to assist TRIO Professionals to understand which federal documents impact the budget decisions of TRIO projects. He explained the relationship between Legislation, Program Regulations, EDGAR, & OMB Circulars. He also discussed the topic *Preventing and Resolving Audit Disputes*. The purpose of this session was to prepare TRIO Professionals in handling site visits and audits. He discussed the types of problems commonly uncovered in site reviews. Mr. Teal also stressed on the idea of how imperative accurate documentation plays a role in the resolution of audit investigation/findings. He explained the difference between a site visit and an audit. Audits usually focus on fiscal accounting issues, but may also examine programmatic and management issues if there are questions of mismanagement in these areas as stated by Mr. Teal. Site visits focus on the evaluation of internal controls (fiscal, program), program effectiveness, accountability, policies and procedures and compliance (law, regulations, approved application) as mentioned by Mr. Teal. Mr. Jonathan McKenzie discussed the *Differentiating Allowable from Unallowable Costs*. Mr. McKenzie explained the allowable

and unallowable costs in the TRIO Program Regulations & OMB Circulars. He quoted different codes for Talent Search and EOC. The allowable costs would include content in 34 CFR part 74, subpart Q. Costs that are unallowable under the Talent Search program include, but are not limited to, the following: Tuition, stipends, and other forms of direct financial support for participants. (b) Application fees for financial aid. (c) Research not directly related to the evaluation or improvement of the project. (d) Construction, renovation, and remodeling of any facilities as quoted by Mr. McKenzie intended to equip counselors with practical and inclusive instruction in counseling. *Strategies for TRIO Counselors* (STC) proposed a stimulating way to introduce new techniques to counselors. The training was fun and held in a relaxed atmosphere. Just to name a few, the topics covered skill-building in the areas of practical counseling skills, cooperative learning, mentoring, group work, and tutoring.

Ms. Souriya believed that the TRIO Training Institute was very beneficial. The sessions were designed to provide TRIO professionals with knowledge and self-efficiency of financial aid counseling and general information on program budgeting. The trainers allowed TRIO professionals to ask questions freely. The breakfast and lunch sessions were very well organized and the food was good.

Overall, the training helped Ms. Souriya to understand the essentials in becoming an effective TRIO professional in financial aid counseling. The new techniques and financial aid counseling strategies she learned will supplement her counseling tool bag when she works with program students. She will try her best to apply the knowledge of the FAFSA she learned in the sessions. She is also now aware of the rules and regulations of program budgeting based on the hierarchy of program authorities.

**Stephanie Haynes, Middle School
Director**



MO-KAN-NE

April 9-11, 2008

On April 9-11, 2008, Director Larry Ramos and program staff members Myron Richard, Earl Vore, Karen Duncan, and Stephanie Haynes attended the MO-KAN-NE annual conference held in Kansas City, MO.

After attending several sessions, Haynes felt the following two sessions were most valuable. The session, *Tutoring 101*, presented by Dr. Rod Oelschlager and Gretchen Heasty and the session *Balancing Work and School: Financial Aid Counseling for Students Who Will Need to Work Significant Hours*, presented by Mary Gonzalez.

Tutoring 101 provided information on three main areas that included; what works and what doesn't, training the tutors, and helpful tips for improving tutoring. Dr. Rod Oelschlager suggested peer tutoring works because peer tutors are inexpensive and make better tutors because they have the ability to relate to the student needs and have good insight on how to get through courses. They also understand how to prepare for exams and they know how to feel comfortable and how to study. Dr. Oelschlager stated "That it is all about the hiring." It is imperative to hire the right persons. Training the tutors can be done in a variety of ways. He indicated to use handbooks, have regularly scheduled tutor meetings, orientation sessions, and

certification opportunities. The tips that Dr. Rod Oelschlager provided for improving tutoring include: having an evaluation of tutors and program, administering a pre-test, emphasizing that attendance is key, having food (because it motivates), planning events, and having appreciation dinners.

Mary Gonzalez, presenter for the session on *Balancing Work and School: Financial Aid Counseling for Students Who Will Need to Work Significant Hours*, indicated that the dropout rate is highest among freshman and sophomores. Issues as well such as lack of family support (families usually cannot help out financially), unusual expenses (e.g., partying, alcohol child support), and lifestyle choices (college and working is a balancing act) contribute to the high dropout rate.

The annual banquet speaker, Tyrone J. Flowers, was a true delight. He told his story, which is an unforgettable one. To hear what he had gone through in his life and to see where he is today is incredible. Tyrone was good in basketball, grew up in different foster homes, was sent to a mental institution, labeled as special education in school, and was told he could not go to college. His idea was different and because of his determination he was able to attend college on scholarships. He was doing what he loved best, playing basketball with friends when an argument broke out and he was shot. As a result of his accident he is now confined to a wheel chair but continues to work and be an inspiration for youth.

Overall, the conference was very beneficial, informative, and provided new insight on tutoring. The conference advice given will be useful for tutoring in the future. The presenters were prepared and were knowledgeable. Haynes feels she benefitted from attending the conference.

Tia Owens, Educational Development Assistant/ACT Coordinator

Tia Owens



Access 2007, Level 2

August 25th and September 9th, 2008

Tia Owens, Educational Development Assistant, attended the *Access 2007* Level 2 twelve-hour course training conducted by Connie Barnes of New Horizons Computer Learning Centers of Wichita, Kansas to refresh her understanding and skill level pertaining to the foundations of the Microsoft Office Access 2007 software. The training course provided an exploration into more advanced capabilities of Access, which included structuring existing data, writing advanced queries, working with macros, enhancing forms and reports, and maintaining a database. Owens and other staff members had the opportunity to restructure data into appropriate tables to ensure data dependency and minimize redundancy, write advanced queries for analyzing and summarizing data, create and revise macros to efficiently automate common tasks, and to work with the tools available to display data more effectively in forms.

Although, Owens' primary position responsibilities does not require her to create data base queries, forms and reports, or write macros, the Access 2007 Level 2 training course did provide a basic knowledge of the advanced capabilities of the Talent Search / Project Discovery Program current data base structure and operations.

Overall, Owens found the training to be informative and fairly useful in her job responsibilities for the Talent Search/Project Discovery program.

End of the Year Field Trip for Curtis Middle School

May 15, 2008

Educational Development Assistant (EDA), Tia Owens, collaborated with Communities in Schools Site Coordinator, Aja Jenkins, to provide an end of the year cultural activity for Talent Search / Project Discovery participants on May 15, 2008. Communities in Schools provided the funding and arranged for permission from Curtis Middle School officials and parents for Talent Search participants to visit The Kansas African American Museum, Dickinson Northrock Theater, and have lunch at CiCi's Pizza. Owens obtained authorization from Program Director, Larry Ramos, to reserve three Wichita State University (WSU) vans and provide staffing to transport TS/PD participants to the various locations planned in Wichita.

Talent Search staff members: Stephanie Haynes, Middle School Director; Mani Souriya, Assistant Director; and Tia Owens, EDA drove WSU vans for 24 students and 3 Communities in School staff members who helped chaperone the activity. Myron Richard joined the group later to provide additional supervision.

The first activity Jenkins planned for the morning was a visit to The Kansas African American Museum in Wichita, Kansas. The students were treated to a sneak peak preview of the museum's newest exhibit, "Wrapped in PRIDE – Ghanaian Kente and African American Identity", which was scheduled to open later in the day for the general public. The interim Executive Director, Lisa Dodson, personally provided the students and staff members with a presentation about the museum's history, mission, and

importance in the Wichita community. Ms. Dodson continued by leading the group in a discussion of a video presentation on the making of Kente cloth. Ms. Dodson explained the pride taken in the time laboring art of weaving kente cloth for Ghanaians and African Americans today. Following the presentation, the students were invited to freely explore the remainder of the museum and then return to the workshop area to learn about African symbols. In the workshop, the students were provided with t-shirts and fabric paint and were asked to participate in an art project. The students were taught various African symbols and instructed to choose any of the symbols which they thought best represented their individual character. Stencils of the symbols were given to each of the students to decoratively paint on the t-shirts and take home. The students were very creative and made some remarkable works of art! The students seemed to thoroughly enjoy the visit to The Kansas African American Museum.

After the museum, the students were treated to a movie at Dickinson Northrock Theater. The theater's staff member gave a brief overview to the participants about the techniques used in operating a movie projector. The students observed the projectionist actually demonstrate the process of starting up a film they were about to watch. The projectionist explained the importance of having a theater worker check to make sure the sound and picture were in sync for the audience. A few participants commented that they never knew exactly what went on behind the scenes at a movie theater. It seemed the participants benefited from the experience.

Finally, the students were transported to CiCi's Pizza for a buffet style lunch where they enjoyed a variety of pizzas, salads, pastas, desserts and beverages. The Talent Search staff and Communities in Schools staff spent time discussing the day's activities with the students. The staff encouraged the students to do well in school next year so they can

expect to have another end of the year cultural field trip to look forward to again. Before leaving the restaurant, the students were provided with an evaluation to fill out and return to the EDA. Thereafter, the students were transported back to Curtis Middle School and asked to sign thank you notes, provided by Jenkins. Ms. Jenkins assured the students she would mail the thank you cards to each of the establishments visited earlier.

In conclusion, Owens felt the collaboration with Communities In Schools and Talent Search / Project Discovery was a success. The students were overall well behaved and appreciative of the experiences. The day's event is expected to have a positive impact on the participants and the future relationships with our Communities In Schools and Curtis Middle School partners.

SAEOPP Priority 3 Training

August 27-30, 2008

Tia Owens, Educational Development Assistant, attended the *Priority Three - Assessment of Student Needs; Proven Retention & Graduation Strategies and the Use of Educational Technology in Order to Design and Operate a Model TRIO Project* in Detroit, MI. The training was offered by the Southeastern Association of Educational Opportunity Program Personnel where seasoned consultants delivered a curriculum which included a welcome orientation, introduction of professional mentors and training objectives on day one.

The next full day started with a panel presentation on *Holistic Assessment: Principles and Practices of Assessing Student Needs*, where every mentor participated and gave an overview of the techniques for ascertaining student's progress and the importance of identifying their unique learning styles through measures such as the SWOT (strengths, weakness, opportunities,

and threats) analysis. Throughout the day, other sessions included: *A Template for Building a Retention Model; What Research Tells Us About Assessment and Successful Retention Strategies; Keeping TRiO Students Enrolled (Part I&II); Academic and Non-Academic Issues Assessments and Strategies; and Technology Tools: What Works Best for Student Assessment, Retention & Graduation.* At the end of the day, Owens and the other attendees were responsible for working on drafting a Master Action Plan (MAP) which was to be completed and submitted at the conclusion of the three-day training.

The second day of the *Priority Three Workshop*, Owens again participated in group meetings with the group's mentors to discuss the plan for developing a student retention model and assign roles for the group's Power Point which they were expected to present on the last day of training. Additionally, the workshop continued with general sessions addressing topics such as, *Essentials in Assessment: A Matter of Choices, Hands on Technology Lab: Using Educational Technology, In Order to Design and Operate A Model TRiO Project, In-House Audit: Developing a Strategic Plan to Design and Operate a Model TRiO Program*, and *Building a Retention Model*. Owens found the sessions informative and thus provided her with information to build a successful model for student retention and engagement in the Talent Search / Project Discovery program. Furthermore, Owens believes the sessions were instrumental in developing an effective MAP for improving the administration of the ACT Test Preparation, Strategies, and Tips Workshop to Talent Search / Project Discovery participants.

On the final day of the *Priority Three Workshop*, Owens met with her Motown Motivators group members and mentors to rehearse the group's Project P.R.E.P. (plan, retention, engagement, and participation) Model presentation. Later, Owens

participated in a successful presentation of the group's model to the training workshop participants.

Overall, Owens found the training to be tremendously informative, exceedingly well conducted, and especially useful for implementing additional components into her current strategies for student success in the Talent Search / Project Discovery program.

CLUR – Going Green

April 4, 2008

Campus Life and University Relations professional development April event, *Going Green*, was quite informative. There was a panel presentation that focused on tips for being kind to our environment. The guest speakers came from different areas of the community and were very knowledgeable about the contributing factors to the global warming problem. We were provided with web-site addresses and hand-outs to take for further information and resources. I especially liked the clips from the movie, **An Inconvenient Truth**, because they illustrated the seriousness of this problem.

**Earl Vore, Educational Development
Assistant/Career Coordinator**



MO-KAN-NE

April 9 – 11, 2008

The conference did not measure up to previous conferences from the past. The opening session was a disaster with the opening speaker not being there because of plane trouble. As such, the opening session was cut short with little if any substance. The opening session always seems to set the stage for what is to follow in the conference. Little did anyone realize at that session that the rest of the conference would also be so poor. The part of the conference presented by COE, however, was good with some good sessions.

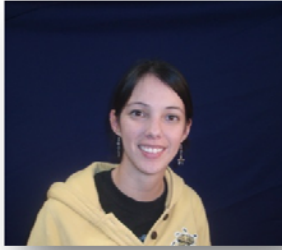
The business meeting normally is the first session on the second day with breakfast being served to get people to show up for the session. This year it was the session following the opening session on Wednesday and was not well attended. The state meetings followed the business meeting. The attendance at these two sessions seemed to indicate that many people had opted to skip these sessions to do other things in town.

Thursdays' sessions were much better (sessions presented by COE). Julia Tower's presentation (COE) at the session was good as well as the two COE sessions presented by Brenda Maigaard, Director of Student Financial Aid at the University of Kansas who presented on financial aid.

Lunch was provided by COE on Thursday at the TRIO Achievers Luncheon. That session was a combined MKN and COE session. The Banquet was held at 6:30pm and we had to stand and wait until 6:47pm to be let in the door which was very poor planning and management of the session. Friday's breakfast session was about normal and breakfast was better.

With the high turnover in personnel in TRO programs and always a large number of new people in the programs there should have been much more done to bring these new people into the TRIO community with more activities and events to explain and teach what TRIO is all about. There are some very outstanding people in MKN with great leadership but this conference did not bring them out. We need more events and sessions where new people and those leaders can get together and "visit" and get to know each other. I do not mean formal sessions so much but some sessions where everyone feels at home, wants to come and visit, and meet people. Often we learn more and get new ideas by talking to each other in an informal exchange of ideas.

Johana Salas, Educational Development Assistant/Financial Aid Coordinator



The Priority 3 Training Workshop
August 27-30, 2008

Johana Salas, EDA/Financial Aid Coordinator attended the training workshop which was held from August 27-30, 2008 in Detroit, MI. The objective of this workshop was to increase participants' knowledge regarding assessment and retention as well as graduation strategies within the TRIO programs. The trainers provided participants with a training manual containing specific and general supportive resources. Besides providing participants with a vast amount of top-quality information, the workshop was intended to be a practical/hands-on learning experience. The participants were asked to develop an individualized Master Action Plan (MAP) where each would design an assessment practice relevant to their respective programs and intended to be implemented within two months of the workshop.

The workshop helped Salas increase her knowledge on active assessment strategies and approaches appropriate to the educational environment in which TRIO programs operate. For example, Salas expanded her understanding on the importance of shifting frame(s) of reference from the traditional deficit-model to an "appreciative" or strength-development framework to be able to generate better solutions that begin to address underlying issues as opposed to just the symptoms.

Among other things, participants became familiar with the CAS standards, and their potential use as a frame of reference for program assessment. Participants were also encouraged to identify numerous assessment questions, such as: Are the participants "college ready"?; What are the strong points of services and counselors?; Is the male student retention and graduation rate lower than the rate for females, and if so, why?; and, What are the main factors for student withdrawal and the main factors in student involvement (their strengths)?

Salas also learned about retention and graduation models which will enhance program services and student outcomes, such as the Egan's skilled helper model, and Tinto's and Beam & Eaton's theories. She also got the chance to adapt different retention models and theories into a new framework that responds to a specific program issue. This new model allows the creation of promising strategies. The resulting framework was part of a group activity and was presented to the other participants and training consultants. Along with the framework, Salas' group presented the strategies, assessment & evaluation components of the project.

SAEOPP has developed a technology focus for this training workshop. The workshop exposed participants to new technologies which work best for student retention, especially for the millennium student. In general, participants gained an understanding of the importance of incorporating technology, not only as a tool for program efficiency, but also as a tool to engage and attract participants. Participants explored the roles that websites, blogs and chats rooms, internet, text messaging, digital cameras, recorders and translators, as well as interactive student platforms (a hybrid between Myspace and Blackboard) can have in motivating the participation and involvement of TRIO participants.

In conclusion, Salas gained a lot from this workshop and recommends it to any TRIO staff member looking for a challenging learning experience.

Access 2007

August 26, 2008

Johana Salas, EDA/Financial Aid Coordinator along with other Talent Search staff members attended Microsoft Office *Access 2007* training on August 26 and September 9, 2008. The training was held at New Horizons in Wichita, KS. The classroom learning experience is just one part of the training. It also includes web-based resources available after class. The online resources include assessments, self-study tutorials and an electronic version of our training manual. The first lesson was on structuring existing data. It is important to analyze tables and to structure data in ways that follow normalization standards. When redundancies exist and the database is too slow, Salas learned to run the Table Analyzer Wizard, which helps to recognize what new tables need to be created. As well, creating Junction tables is a way to decrease redundancies. Finally, the group practiced improving table structures to meet a target design. In this lesson, Salas became more aware of the fragility of the database and the importance of having a data back-up.

The second lesson was on writing advanced queries. First, Salas learned to create subqueries. With subqueries, users can avoid having to look at different tables to get the required information. Second, Salas learned about unmatched and duplicate queries. These queries will allow users to; for example, make sure every student record is matched with an EDA. By using queries, users are able to retrieve a group of records that follow specific criteria, such as grouping students that received a specific type of service. Salas also learned to summarize data using crosstab queries, pivotcharts and pivot tables.

Crosstabs and pivot tables allow users to examine data in a datasheet form. Pivotcharts and pivottables enable an interactive analysis of the data. The group enjoyed the versatility of these tools.

The third lesson was on simplifying tasks with macros. Salas created macros and attached them to an object; in this case it was attached to a button in a particular form. Also, this lesson familiarized her with condition macros. This allows for programming a button in a form, for example, to open the demographic information of a particular student. Certain macros are useful and ensure the accuracy of the data being entered. For example, programming the database to prevent a record from being saved unless it has student ID assigned to it. Salas even designed a macro to show a display message box alerting the user of the problem. She learned that macros are very useful but complex tools that allow data entry to be more automated and valid. Macros can also make the entry data process more user-friendly and fast.

The fourth lesson was on making effective use of forms. Salas became familiar on how to display data more effectively in forms by using tab controls, calendar displays, and pivotcharts and pivottables. In this lesson Salas learned about how time consuming creating forms can be.

While she can't claim that she would be able to construct queries, forms, and macros with ease, Salas believes that this training has helped her become more familiar and feel less intimidated with Access 2007. She has also become more aware of how complex, time consuming, and risky managing a database is (Her sympathy to Mani, ☺). Salas gained a more clear vision of the kinds of things she wants to be able to do in Access, though she knows that there is still lots more to learn to be able to accomplish them.

**Myron Richard, Educational Development
Assistant/Mentoring Coordinator**



MO-KAN-NE Conference
April 9-11, 2008

MO-KAN-NE was definitely a worthwhile experience for Richard as well as beneficial. He learned a lot of new recruiting strategies and met many new educational professionals.

After attending the Pre-Conference Session: “*Access to Education Crises*” He was really astounded to learn that just by simply enrolling in some sort of postsecondary education, one will increase tax revenue, have greater productivity, increase consumptions, increase work flexibility, decrease reliance on government financial support, promote higher salaries, benefits, and savings level, improve working conditions, not to mention that postsecondary education improves one’s personal as well as professional mobility.

After attending the *New Professionals Workshop*, Richard had better understanding of experienced professionals who have volunteered to serve as resource persons for new professionals. He has new contacts who can answer many questions, or provide any suggestions; and from his understanding, he can call them if he just need some support or words of encouragement.

Richard also attended the *Program Roundtable for Talent Search*, where he met other professionals in Talent Search. The audience discussed new recruiting techniques

where Richard learned that Wichita State University’s EDA counselors serve more students than other Talent Search programs in the region. This workshop really provided Richard with some interesting strategies on recruiting new students as well as getting to know school counselors better.

After the roundtable meeting, Richard accompanied some colleagues to the *Mentoring* workshop. This workshop presented the quality assurance standards that guide all mentoring programs. He absorbed steps to program implementation such as, long range planning, procedures to conduct a needs assessment to determine what is already taking place in the community, recruitment and screening of mentors, trading and matching of mentors and mentees, tips and strategies for sessions, on-going staff support and monitoring, closure steps and program evaluations. This workshop was very beneficial considering that he is the Mentoring Coordinator.

Richard also attended the State Meeting for Kansas representatives, where he learned that Kansas has finally upheld their Fair Share with the Council for Opportunity in Education (COE). The group also discussed the political aspects of TRIO programs. Keeping job resources separate from government contacts is important but TRIO personnel also need to be politically involved.

Later in the day, he attended the *Emerging Leaders Institute* (ELI) workshop. This program is designed to strengthen the regional and chapter association by promoting and developing potential leaders from within the association. He learned about the benefits, and the application process.

Richard also attended the *A Walk In The Woods* workshop. It was a creative visualization to show an individual how they think about relationships. He found it very

interesting. He also learned some new Ice Breakers in this workshop.

In conclusion, Richard would like to elaborate on the wonderful guest speakers and TRIO speakers starting with Ms. Deltha Colvin. She really enlightened the audience on the foundation of TRIO. Richard had no idea that she was the first female elected to the association. She also informed the group on how they came up with MO-KAN-NE. She talked about prior experience points, getting refunded and meeting mandatory objectives.

Richard enjoyed listening to Stedman Graham. He found him to be very motivational as he talked about breaking out of the box that keeps one from growing to their full potential and revealing that success is truly based on results, performance, and excellence.

The highlight of the conference, in Richard's opinion, was listening to Dr. Arnold Mitchem, President of COE, speak about the political aspects of TRIO. He talked about the President's defunding plan for all TRIO programs and how TRIO overcame that challenge. He introduced the *Access Industry Plan*, which all TRIO educators need to have some knowledge about because it targets three very important roles in TRIO, (the past, present and the future). Overall, Richard appreciated being part of MO-KAN-NE. He's looking forward to next year's conference.

The Mistake Free Grammar and Proofreading Workshop

June 10, 2008

The Mistake Free Grammar and Proofreading Workshop was very beneficial. This training will help in writing reports, E-mails, and quick notes as well as communicate with staff and other professionals. This training was also a good reminder on how to remember simple words, commonly misused words, how to avoid sexist words and when and when not to use commas.

The one thing Richard will definitely try to implement into his style of writing is avoiding typos. Ms. January provided helpful tips on proofreading. For example, reading backwards. This is supposed to work better than reading through the beginning because the brain knows what it intended to write. She also suggested that writers read work aloud. This training was one of the best and definitely necessary. Richard now understands that his credibility and promotability can be dramatically affected by poor grammar and writing skills, especially in higher education.

University of Washington TRIO Training

June 4-5, 2008

This was one of the best training seminars that Richard ever attended while being part of TRIO. This training covered several topics starting with: Record keeping, performance reporting and evaluations, TRIO Training Online, TRIO Quest, Media Quest, Photo Essay and TRIO Think Quest.

Ms. Deltha Colvin gave a brief introduction about the three class instructors. Immediately following her was Ms. Erin, who instructed the audience on Photo Essays. Although the Talent Search staff has implemented the Photo Essay into the Summer Enrichment Program, Richard had no idea how complex this activity can be.

Ms. Erin also addressed the Judging Rubrics system. This is a photo essay grading criteria. Judges are looking for content, writing and organization, originality, educational relevance and global impact.

Mr. David introduced Media Quest. This gives TRIO staff and students the ability to explore and utilize multimedia tools in order to excel in the 21st century education and employment opportunities.

Media Quest provides an exciting challenge and creative activities for all TRIO students in audio and video mediums. These are structured web-based projects that allow students to use creativity or innovation in addressing a specific theme or focus. Students can express their potential through any choice of media in the form of text, audio, video, flash, music, art or film.

Richard really enjoyed the hands on experience using cameras that capture video to flash cards. Mr. Jeff introduced the microphone for movie maker. The group actually made an amateur video that turned out pretty good.

This training was very necessary as well as beneficial. This was a good training on today's technology. Richard can now explore and utilize multimedia.

How to Respond to Troubled Students or Staff

April 28, 2008

After attending the Counseling & Testing Seminar, Richard felt more knowledgeable about campus services concerning emergency and non-emergency procedures. He now knows where to direct students in case of emergencies and how to approach a student with troubling behavior, disruptive behavior and threatening behavior. He learned about the common warning signs of student distress, such as academic problems, interpersonal problems and behavioral problems.

Richard found this seminar very beneficial for the staff. The information presented in this session would likely ease a student's discomfort about seeking help in case of an emergency; also it will ease the discomfort of a staff member having to address a student with troubling behavior.

Karen Duncan, Administrative Assistant



MO-KAN-NE Conference

APRIL 9-11, 2008

The conference got off to a rough start. The guest speaker did not show due to his plane being delayed. It seemed as though everything from this point ended up with complications. They combined the MKN Conference with COE training this year. By doing this, it seemed as though there was a lot of confusion for the members. COE sessions were very educational.

The continental breakfast Thursday morning was poor. COE sessions began shortly after the breakfast. Julia Tower presented well for the general session for COE. Attendance for the session was good and a lot of the confusion at the conference was resolved. Brenda Maigaard presented the following COE session on *Special Circumstances and Professional Judgment: Benefits for TRIO Students (Pre-College and College)*. The attendance for this session was more than expected. People were sitting in the hallways in chairs and even on the floor.

COE provided lunch at the TRIO Achievers Luncheon. Lunch was served as a buffet and it began to get a little clustered trying to get in line but overall lunch was good. TRIO Achiever, Brian Black, was unable to attend, but he spoke through video.

Thursday evening's banquet began with a slow start. Doors were to open at 6:15pm for seating for the evening activities, but there

was a delay of over 30 minutes. The halls were extremely crowded by the time entrance was allowed.

The closing plenary breakfast on Friday morning was satisfactory. The overall conference this year seemed to have poor planning and management.

The TRIO community is full of exceptional and well educated people. The conference should be a place to meet these people and learn from them.



Part III

❖ Campus Visits

❖ National TRIO Day

❖ Summer Enrichment Program 2008

❖ Homework Assistance Program

Campus Visits

Butler Community College

A total of six (6) students participated in the campus visit to Butler Community College (BCC). Program staff members Linda Sessions, Assistant Director, and Tiffany Franks, Educational Development Assistant (EDA), accompanied the students on the campus visit.

Participating Students:

Heights High School:
Ariana Blake, Dezerea Craig

East High School:
Ana Ayala, Cameo Johnson

Southeast High School: **Sinclair Billingsley**

Northeast Magnet High School:
Shalinda Johnson

The visit began with Everett Kohls, Admissions Office, BCC, talking with the students about the college. He spoke of the different majors offered and about student activities on campus. He was followed by Kirsten, Admissions Office, BCC, who talked about admission requirements and application procedures. Amy, from the Office of Financial Aid, then spoke to the students about completing the FAFSA on time. A current BCC student took the participants on a walking tour of campus. During the tour, participants were able to visit with an auto body instructor and one student who was interested in the nursing program had

the opportunity to visit with an advisor. Following lunch on campus, the participants then traveled to Andover and toured the BCC facilities there.

All of the students (100%) felt that the campus visit was well planned and organized and that the time involved was adequate. They all felt that their questions were answered and 66% felt that the importance of attending college was stressed. Everyone acquired information regarding admission requirements and application procedures for BCC. They all

acquired information regarding curriculum, majors, financial aid, scholarships, and student-housing at BCC. Five of the students felt that they might attend BCC.

Cowley Community College

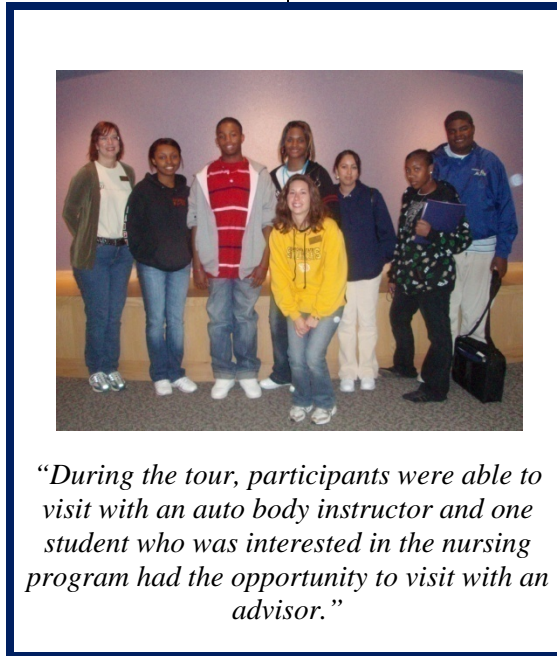
A total of eleven (11) students participated in the campus visit to Cowley County. Myron Richard, Educational Development Assistant and Mani

Souriya, Educational Development Assistant, accompanied the students on the campus visit.

Participating Students:

East High School: **Garius Holleman, Eric Hardyway, Jojo Beard, Teyla Hawkins, Karen Diaz, Jael Gomez, Anabel Palma, Lastacia Bernett.**

Southeast High School: **Kamisha Richard, Kyeisha Davis, Tyana Clark.**



“During the tour, participants were able to visit with an auto body instructor and one student who was interested in the nursing program had the opportunity to visit with an advisor.”

The visit began at the admissions office with Ben Schears introducing himself as the Director of Admissions. He then offered the students a drink and asked each individual their name, school, and major as he shook their hands. He then introduced the students to the tour guides, Emily and Tory.

The tour began at the gym where the students got to meet the head men's Basketball Coach, Steve Eck from Wichita and two other players from Wichita, which several of the students knew, named Jack Crowder and Mike Atwater. The tour continued as the undergraduate students talked about the different buildings and majors. A stop was made at the dorms and the students got a tour of a room. Most students liked the dorms but some complained about the size of the rooms.

The visit ended with Shayla McDonald, Admissions Representative, offering more information on scholarships and admissions requirements. She also handed out lunch cards for the students.

The students seemed to like the campus and Teyla Hawkins from East High has decided to attend Cowley College during the fall semester.

Emporia State University

A total of five (5) students participated in the campus visit to Emporia State University (ESU). Linda Sessions, Assistant Director, TRIO Talent Search, and Tiffany Franks,

Educational Development Assistant (EDA), accompanied the students on the campus visit.

Participating Students:

Metro Boulevard High School: Shanna Shaw, Lenny Alforo, Elizabeth Torres

South High School: Shakira Moore, Shenika Cole

The visit began with Ms. Amy, ESU Admissions Office, greeting the students and presenting information about the admissions standards, academic programs

and financial aid available at the university. Amy stressed the importance of attending class and the importance of asking for help and she covered the different types of services TRIO Project Challenge offers to help students be successful. She introduced Kristy Bolen, TRIO Project Challenge, who spoke with the students about life as a student



“The tour began at the gym where the students got to meet the head boys Basketball Coach, Steve Eck from Wichita and two players from Wichita.”

on campus.

Amy then led the students on a very informative tour of the residence halls. She discussed the four different types of plans that ESU offers and told some interesting stories regarding life on campus. The students all decided that they liked the Towers the best with the four person suite option. Following the residence hall tour the students ate lunch in the cafeteria. Lunch was followed by a tour of the campus led by two student ambassadors. At the conclusion of the tour all five students

completed application forms and left them with Amy at the admissions office.

All of the students felt that the visit was well planned and organized. The majority had their questions answered and felt good about the information they received regarding financial aid and housing at ESU. Two of the students strongly felt that they might attend Emporia State University.

Newman and Friends University

A total of seven (7) students participated in the campus visit to Friends and Newman University. Myron Richard, Educational Development Assistant and Tiffany Franks, Educational Development Assistant, accompanied the students on the campus visit.

Participating Students:

East High School:
Cameo Johnson,
Briana McDonald,
Earnest Greenwood,
Karen Diaz, Annabel Palma, Jael Gomez, Jared Alford.

The visit began with Katie Brozek, Admissions Director, greeting the students and asking everyone their major of interest. She then discussed the different majors the University offered.

Vince C. Casper then introduced himself as an Admissions Counselor. He instructed the students on financial aid and the student assistance programs offered at Newman. An undergraduate student took the group on a tour of the campus following the presentation by Mr. Casper. The students seemed to like the campus. During the

campus tour, some students complained about the price of attendance. After seeing the campus, the students ate lunch at the cafeteria.

After lunch at Newman, the group traveled to Friends University. The visit began with Quinn Bowman, Admissions Counselor, who spoke about the different majors the university offers and about admission requirements. Immediately after Quinn's presentation, Kevin and Brenda led the students on a campus tour. The students seemed to be very amused about the

campus remodeling and the history of some of the buildings and classroom settings. Following the tour, Quinn spoke about scholarships to help pay for tuition. Jared Alford, from East High, stated that he would like to attend Friends, but the cost is too expensive. Quinn then proceeded to talk about more scholarship opportunities

available to aid the high cost of attendance. The visit ended with some students filling out a Friends University application. Quinn agreed to waive the fee for the students who filled out an application while on the visit. He also passed out Friends packets and T-shirts.

All of the students enjoyed both visits. 100% of the students thought we should have eaten lunch at Friends instead of Newman. Friends had a wider variety of food. Richard thought the campus visits were successful and well-planned. One would have never guessed that this was



“Dana listed the student activities they could get involved in and gave them an overview of what living on campus would be like.”

Talent Search's first visit to Newman University and Friends University.

Hutchinson Community College

A total of ten (10) students participated in the campus visit to Hutchinson Community College (HCC). Linda Sessions, Assistant Director, and Myron Richard, Educational Development Assistant (EDA), accompanied the students on the campus visit.

Participating Students:

Northeast High School: **Kamron Nero**

South High School:
Ryan Mason, Cyrus Jones, Deonaty Brown, Denise Barnes, Sandricka Paylor, Arielle Ross

Southeast High School: **Kamisha Richard, Tyana Clark, Kyeisha Davis**

The visit began with Jeff Shirley, HCC Admissions Office, greeting the students and presenting them with notebooks

filled with information about the college. He introduced Dana Hinshaw, Resident Life Office, who spoke with the students about life as a student on campus. Dana listed the student activities they could get involved in and gave them an overview of what living on campus would be like.

Following Hinshaw was Jill Crank, an Advisor and Disability Services representative, who spoke to the students about academic life on campus. She stressed the importance of attending class and the importance of asking for help. Jim Ewert, Student Support Services (SSS) at HCC, then spoke with the

students about the SSS program and the different types of services they offer to help students be successful. The students were very attentive and asked good questions of all the presenters.

After the presentations, lunch was enjoyed at the campus cafeteria. After lunch, the group participated in a campus tour led by Mr. Shirley. At the conclusion of the tour, Mr. Shirley went over the information given to the students in the notebook. Before leaving campus, the students were given prizes and invited to contact Mr. Shirley at any point in time with questions regarding HCC.

All of the students felt that the campus visit was well planned, organized and that the time involved was adequate. One student felt that their questions about the college were not answered; however they all felt that the importance of attending college was stressed. They all received

information regarding admission requirements, application procedures, curriculum information, major information, financial aid, and scholarship information at HCC. They all received information about student housing and while 9 responded with a "yes" that they would attend college at HCC, one responded to the question with a "strongly yes" that they would attend college at HCC. The majority of the students were seniors (80%) with 60% female and 40% male.

Information that the students learned on the visit included attending a two year college versus a four year college, financial



"The students were very attentive and asked good questions to all the presenters."

aid, program information about HCC, tutoring and information on housing.

One student would like to see more discussion regarding college majors while another suggested taking out-of-state campus visits.

Hutchinson Community College/Football Game

A total of four (4) students participated in the campus visit/football game to Hutchinson Community College (HCC). Program staff members Larry Ramos, Director, Linda Sessions, Assistant Director, and Myron Richard, Educational Development Assistant (EDA), accompanied the students on the campus visit.

Participating Students:

Brooks Middle School: **Alex Mosier**

Metro Meridian High School: **Marcus Wilson**

Southeast High School: **Kamisha Richard, Kyeisha Davis**

The visit began with Jeff Shirley, HCC Admissions Office, greeting the students and talking about campus life. The students had all been on previous visits to Hutchinson Community College so Mr. Shirley visited with them and provided hamburgers, hotdogs, drinks, baked beans, potato salad, and chips for everyone to eat. Everything was set up in the courtyard overlooking the football stadium. The participants were able to relax and speak with students and faculty heading to the football game. One participant, Marcus

Wilson, also met with the football coach to discuss the possibility of attending HCC and playing on the football team.

Following the food, the participants headed to the football stadium. There, the students mingled with students and watched the Hutchinson Blue Dragons play the nationally ranked Butler Community College Grizzlies. The final score was Hutchinson 24, Butler 36.

All of the students felt that the campus visit was well planned, organized and that the time involved was adequate. One student

felt that their questions about the college were not answered and 75% of the students felt that there was no information on majors, financial aid, or housing presented on this visit. Two of the students felt that they may attend HCC. All of the students enjoyed the football game.



Kansas State

University

A total of eight (8) students participated in the campus visit to Kansas State University (KSU). Linda Sessions, Assistant Director, TRIO Talent Search, Myron Richard, Educational Development Assistant (EDA), and Tiffany Franks, Educational Development Assistant, accompanied the students on the campus visit.

Participating Students:

South High School: **Dustin Perry, Shakira Moore, Melissa Reed, Sandricka Paylor, Denise Barnes**

Southeast High School: Kyeisha Richard, Kamisha Davis, Tyana Clark.

The visit began with a presentation by the KSU Admissions office on the courses and majors offered at the University. She also covered financial aid and the student assistance programs offered at KSU.

An undergraduate student took everyone on a tour of campus following the presentation by KSU Admissions. The students were surprised at the size of the campus and the number of students they observed. After seeing the residence halls, the students ate lunch at the cafeteria in the residence halls.

Of these students, one hundred (100%) felt that the visit was well planned and organized. They all felt that the time involved for the trip was adequate and that questions regarding KSU were answered, and they learned about the curriculum, and majors offered.

Only one student still felt uninformed about admission requirements and procedures. Four of the students felt that they might attend KSU.

Students did feel that they would like to see more of the inside of campus buildings on future visits, instead of just walking by them.

Pratt Community College

A total of five (5) students participated in the campus visit to Pratt Community College (PCC). Linda Sessions, Assistant Director, TRIO Talent Search, and Myron

Richard, Educational Development Assistant (EDA), accompanied the students on the campus visit.

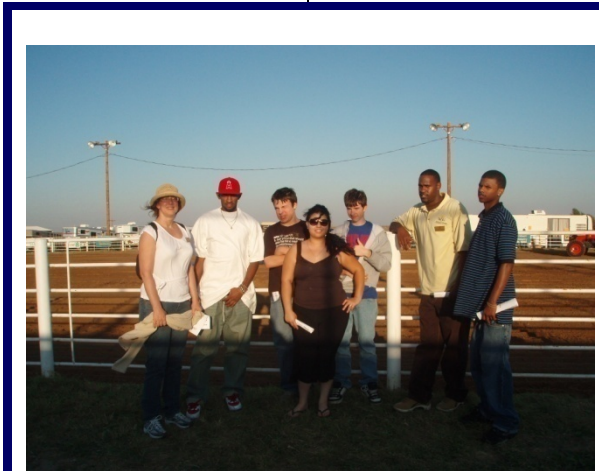
Participating Students:

Metro Boulevard: Lenny Alforo

Metro Meridian: Matthew Kendrick, Marcus Bagley

South High School: Chris Hudson, Dustin Perry

The trip began at PCC where Don Schwartz, Admissions Specialist, led the students on a



"Following dinner, the students were able to watch the beginning of a college volleyball game and then walked to the rodeo arena where they watched a college rodeo."

tour of the campus. He spoke about the different majors available and the importance of going to class. He stressed the importance of gaining a college education to be successful in their careers. The students were able to observe a college basketball practice in session and listen to the coach speak with the players. They were

impressed with the auto mechanics area and also with the residence halls. The students ate dinner in the college cafeteria, where they interacted with several college students and discussed the difference between high school and college. Lamario, a TRIO alumnus who worked with Mr. Richard last year, spoke with the students about how TRIO helped him achieve his dream of going to college.

Following dinner, the students were able to watch the beginning of a college volleyball game and walk to the rodeo arena where they watched a college rodeo. Only one of

the students who participated on the trip had ever been to a rodeo. They were all impressed with what they saw and were surprised to learn that most of the students participating on the rodeo team received scholarship money for college.

All of the students on the campus visit felt that the trip was well planned, organized and that the time allowed was sufficient. They learned about majors offered at PCC and about financial aid and housing.

They felt that the importance of attending college was stressed and they all felt that they might attend PCC.

Comments from the students included that they learned that college could be fun and that they enjoyed the rodeo, especially the bull riding.

University of Kansas

A total of five (5) students participated in the campus visit to the University of Kansas (KU). Linda Sessions, Assistant Director, TRIO Talent Search, and Myron Richard, Educational Development Assistant (EDA) accompanied the students on the campus visit.

Participating Students:

Heights High School: **Arianna Blake, Dezerea Craig, Courtney Crites**

Northeast High School: **Robert Parati**

East High School: **Anna Ayala**

The day began with a presentation in the KU Visitors Center about academic programs and majors that are offered on campus. Housing costs and financial aid were also discussed. The students were informed about a new program beginning this year that allows for entering freshmen to budget for four years of college. Tuition and housing costs will remain the same for the next four years for freshmen entering the university beginning with the fall semester, 2008. The presentation concluded with a video that highlighted

campus activities and programs that students can become involved in.

Following the presentation, the students were driven to the student union and the participated in a tour of campus led by an alumnus of KU. Lunch was provide d at Mrs. E's, a buffet serving the residence halls on campus.



"The day began with a presentation in the KU Visitors Center about academic programs and majors that are offered on campus."

All of the students felt that campus visit was well planned and organized and that the time involved was adequate. Their questions about KU were answered and they learned about the majors offered, financial aid and scholarship information. They also learned the requirements for admission and application procedures. While they did learn about housing, they were disappointed that they did not get to see an actual dorm room. Five of the students felt that they might attend KU upon graduation from high school.

One of the students felt that attending college was not stressed and one also felt that they did not acquire information about financial aid and scholarships.

Students comments included being interested in going inside campus buildings and viewing the residence halls. They would also like to receive more information about their individual major area.

Wichita State University

Four (4) students participated in the campus visit to Wichita State University (WSU). Linda Sessions, Assistant Director, and Myron Richard, Educational Development Assistant (EDA), accompanied the students on the campus visit.

Participating Students:

Southeast High School: Sinclair Billingsley

Heights High School: Faith Shellman

East High School: Cameo Johnson, Ana Ayala

The visit began at the Rhatigan Student Center on the WSU campus. Sharon, an admissions specialist with WSU, spoke with the students about classes and the majors

offered at WSU. Sharon was followed by April from the Office of Financial Aid who spoke about the cost of attending WSU and stressed the importance of completing the FAFSA on time. April also told the students about several scholarships available to them to help pay for their tuition. Ms. Sessions then spoke to them about Student Support Services, a TRIO program on campus to help them be successful in college. By participating in Student Support Services, students can utilize tutors, text book assistance, and various scholarship opportunities.

Following a tour of campus the students ate lunch at Fairmount Towers Cafeteria and then toured the residence halls. At the end of the visit a student panel of current WSU students spoke with them regarding life as a college student.

All of the students felt that the trip was well planned and organized and that the time involved

was adequate for the visit. All of the students had their questions answered and 100% felt that they were convinced of the importance of college. They all acquired new information about curriculum and financial aid and they all felt that they might attend WSU after graduating from high school

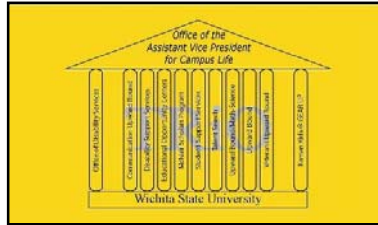


“At the end of the visit a student panel of current WSU students spoke with them regarding life as a college student.”

National TRIO Day



Ted Foraker Scholarship



TRIO Alumni Panel

High School Session February 20, 2008

Approximately eighty students attended National TRIO Day held at the Hughes Metropolitan Complex on the campus of Wichita State University. Many students were transported to the Metropolitan Complex by TRIO staff members, but several of the students rode together. For the first time, only one speaker was featured for the high school session.

Denise Wren, Assistant Superintendent of High Schools, USD 259, captured and held the student's attention for two hours. She did it by using some unusual methods. One such method was expressing her concern to the students about teachers' lackadaisical efforts in the classroom.

Wren presented a high energy and interactive session that got students up and moving. She posed questions for the students and then got them into small groups of five to discuss questions. One question the students discussed was, "What can teachers do to make their classroom settings more fun and not so boring?" Many students agreed that teachers should get students more involved in their lectures. A student from South High School suggested that students should be able to evaluate teachers every month to keep them on their toes. She also had the students write down three areas that they would like to see improvements from teachers. She then asked for reports from each group followed by discussion of the suggestions that students had. She encouraged the students to share any other thoughts that came to mind.

She concluded the session by discussing the demands placed on high school teachers and administrators and the expectations of high school graduates. She assured the students that she would do all she could do to make sure high school students are graduating with the knowledge and skills they need to succeed in postsecondary education, the work force, and as citizens of our 21st century global society.



2008 Middle School Summer Enrichment Program

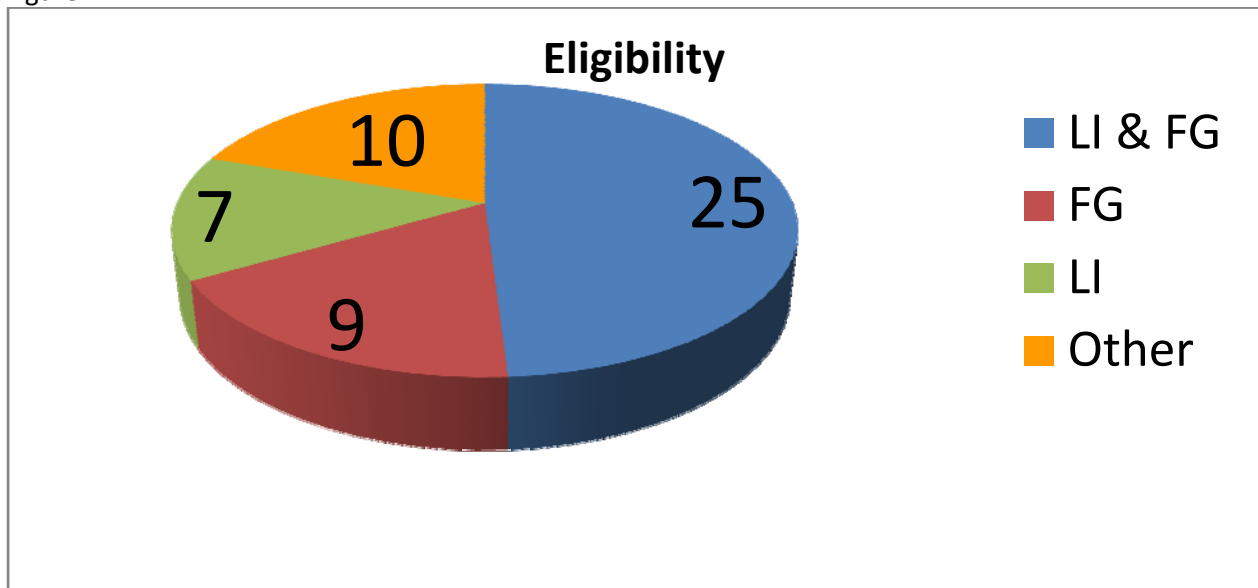
Stephanie Haynes, Middle School Director, organized two sessions for the 2008 Middle School Summer Enrichment Program (SEP). Haynes has a passion for working with students, which makes for a more meaningful experience for all students who participate in the SEP.

Session I was held from June 9th to June 27th. There were twenty (20) students who participated in this session, nine (9) females and eleven (11) males. All participants entered high school in the fall. Participants were from Hadley, Allison, Brooks, Coleman, Mayberry, Stuckey, Marshall, Pleasant Valley and Derby middle schools.

Session II began on July 7th and ended on July 25th. Participants in this session were mostly 6th and 7th graders. There were thirty-one students (31); fifteen (15) females and sixteen (16) males. The students attended Hadley, Allison, Brooks, Robinson, Mayberry, Stuckey, Marshall, Pleasant Valley, Jardine, Hamilton, and Curtis middle schools. In addition, Session II students were from Holy Savior Christian Academy, Spaght Elementary, College Hill Elementary, Woodland Elementary, Beech Elementary, St. Jude Grade School, St. Mary's Grade School and Derby Elementary.

Figure 1 shows the eligibility breakdown of all the students who participated in the SEP.

Figure 1



Several businesses supported the SEP including: Family Video, Knolla’s Pizza, Quiznos, Pizza Hut, McDonald’s, Wendy’s, and Lamar’s. In addition, Wichita State University bookstore and Wichita State University Office of Admissions contributed T-shirts.

Through a grant from the Kansas Department of Education, the program provided a nutritious breakfast each day. On Tuesdays, the students had donuts donated by Lamar’s for a snack. McDonalds donated sausage biscuits and hash browns each Wednesday, while Pizza Hut donated pizzas every Friday.

Classroom instruction was held on Mondays, Tuesdays, Thursdays, and Fridays. The subjects offered included: Your Future (Larry Ramos, Instructor); Life Skills (Myron Richard, Instructor); Reading/Language Arts (Tia Owens, Instructor); Computer Technology (Mani Souriya and Abby Aravinthan, Instructors); and Math (Rohith Ramanangari and Suhasini Kumari, Instructors).

Each Wednesday, the group went on an educational field trip. The field trips included; Dickinson Theatres, an overnight campus visit to Hutchinson Community College, Tanganyika Wildlife Park, the Kansas Underground Salt Museum, and the Sedgwick County Zoo.

On Fridays, motivational speakers were invited to address different topics. The speakers included; Sherdeill Breathett, City of Wichita Planner; Teretha Brown-Foster, District I Coordinator, Pure and Simple Abstinence Education, Inc. Mr. Breathett inspired students to be all they can even though they experience barriers and challenges. He also enlightened students with his personal story. Ms. Brown-Foster provided a great deal of interaction for the students and spoke to them about the benefits of abstinence.

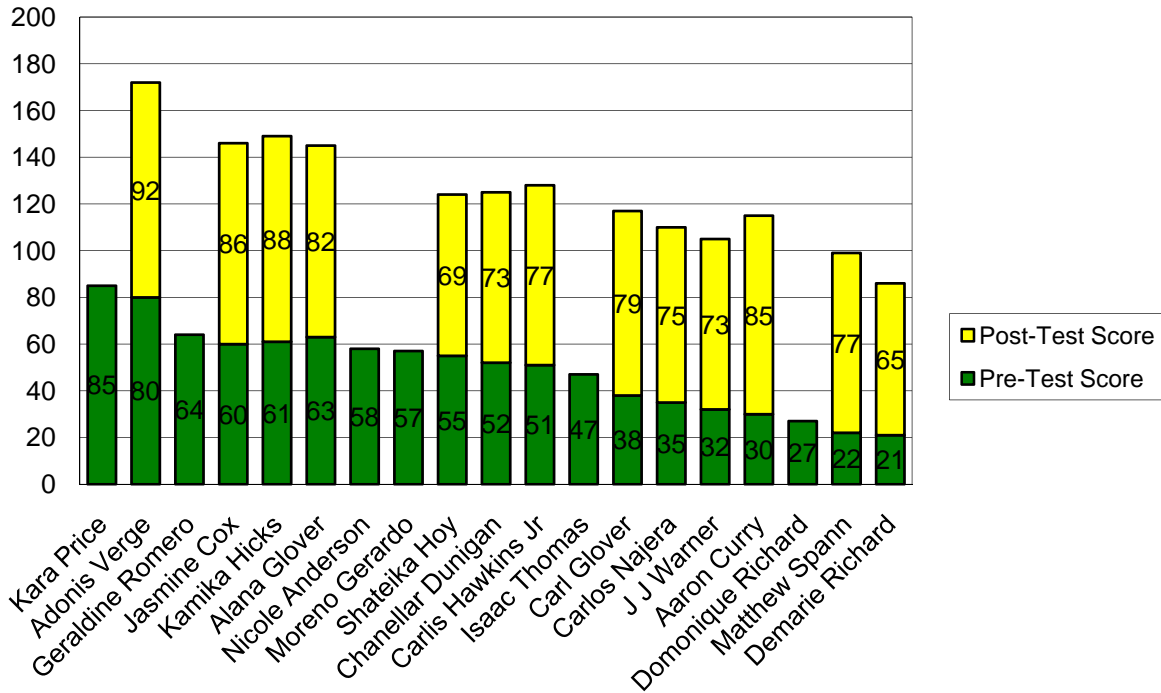
A Pre and Post test was administered to each session. For Session I – the average scores of the students increased by 15.72%. See Table 1 for detailed analysis. Five students did not complete the post test. See Figure 2 for the comparison of scores.

Table 1

	Math1	Math2	Grammar	Reading	Writing	Overall
Average of Pre-Test	43.18%	64.5%	59.16%	42.5%	45%	50.25%
Average of Post-Test	76.67%	79.33%	81.11%	47.77%	86.67%	58.15%
Overall improvement	77.55%	22.9%	37.10%	12.4%	92.6%	15.72%

Figure 2

Sum of Pre and Post Test Scores

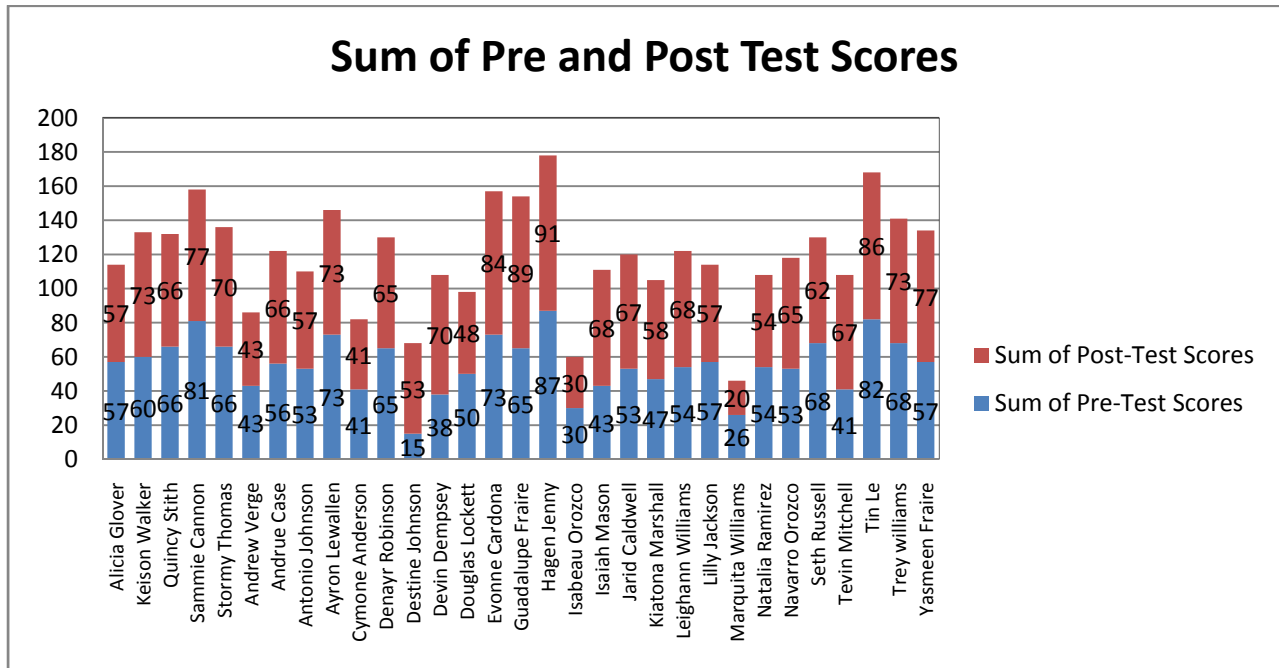


For Session II, the average scores of students increased by 16.14%. See Table 2 for detailed analysis. See Figure 3 for the comparison of pre and post test scores.

Table 2

	Math1	Math2	Grammar	Reading	Writing	Overall
Average of Pre-Test	52.67%	70.11%	54.97%	43.67%	60.9%	55.55%
Average of Post-Test	68.37%	70.11%	62.05%	46.78%	65.16%	64.62%
Overall Improvement	29.8%	0%	12.87%	7.12%	6.99%	16.14%

Figure 3



Session I ended with an Awards and Talent Show held at the CAC Theater and a luncheon in the Rhatigan Student Center for the students and their families. Mr. Buddy Shannon, Manager of Tree Top Nursery & Landscaping, Inc, and recipient of the Community Service Award from President Bush was the keynote speaker. Mr. Shannon recounted his powerful story and spoke of his amazing accomplishments during his lifetime. He also encouraged students to do the right things in life.

Session II also included an awards, talent show and luncheon. The closing activity was held at the Marcus Welcome Center. Mr. Shannon was again the keynote speaker. Parents enjoyed watching the students perform musical selections, poetry readings, and dance routines. The Awards and Talent Show was the end of a great summer program.

Summer Enrichment Program Pictures

Sedgwick County Zoo:



Great Plains Nature Center:



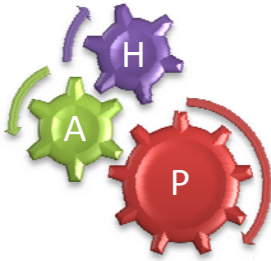
Keeper of the Plains:



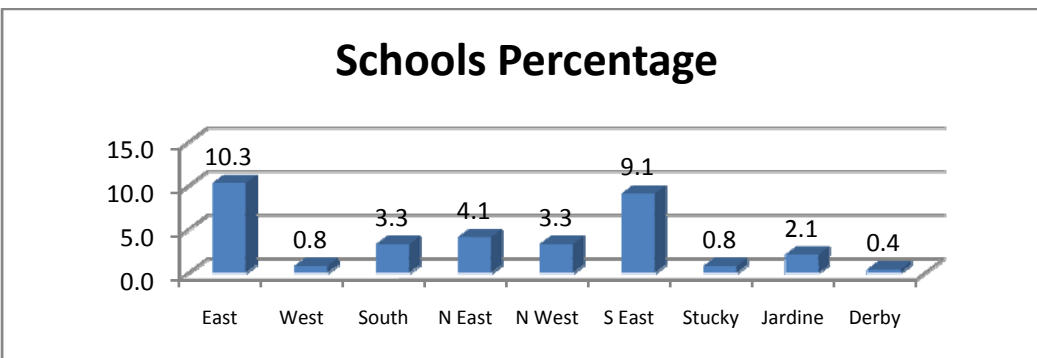
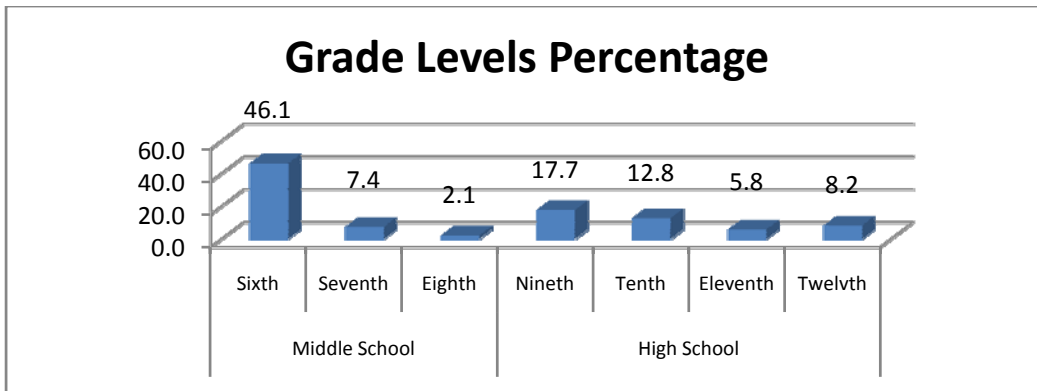
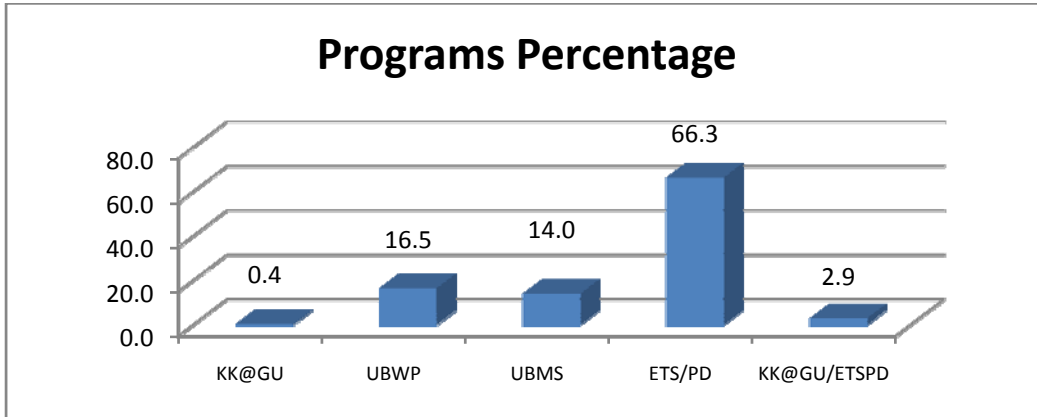
Hutchinson Community College Visit:



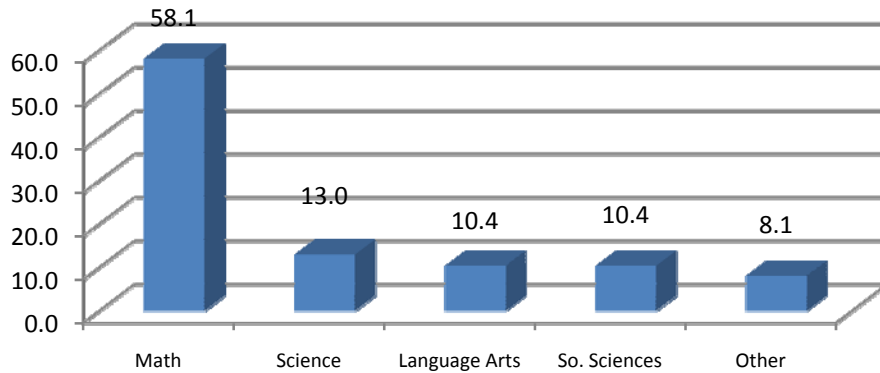
Homework Assistance Program (HAP)



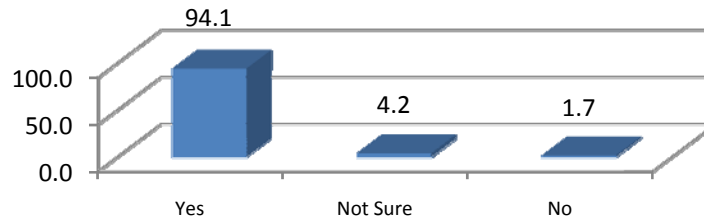
In collaboration with other TRIO pre-college programs and the Kansas Kids @ GEAR UP program, Talent Search participants are able to receive assistance in completing homework. HAP is available Monday through Thursday from 3:30pm to 6:30pm. The following charts provide valuable information on the usage and the impact of the HAP on Talent Search participants.



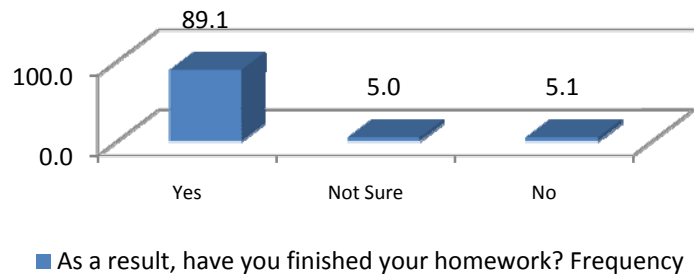
Subjects Tutored (Total) Frequency



Did your understanding increase? Frequency



As a result, have you finished your homework? Frequency





Part IV






❖ Schools of Participants Served







❖ Program Statistics








❖ Program Evaluations & Questionnaire







Schools of Participants 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 from each school.

NCESID	School Name	City, State, Zip	Number of Students Served
201299000346	<p>NORTH HIGH SCHOOL</p>  <p>http://north.usd259.org</p>	WICHITA, KS 67203	138
200498001112	<p>FIELD KINDLEY HIGH SCHOOL</p>  <p>www.cvilleschools.com/FKHS</p>	COFFEYVILLE, KS, 67337	138
201299000337	<p>MAYBERRY MIDDLE SCHOOL</p>  <p>http://mayberry.usd259.org</p>	WICHITA, KS 67213	116
201299000344	<p>EAST HIGH SCHOOL</p>  <p>http://east.usd259.org</p>	WICHITA, KS 67211	112
201299000347	<p>SOUTH HIGH SCHOOL</p>  <p>http://south.usd259.org</p>	WICHITA, KS 67217	110

201299001694	NORTHEAST MAGNET HIGH SCHOOL  http://northeast.usd259.org	WICHITA, KS 67214	109
201299000350	HEIGHTS HIGH SCHOOL  http://heights.usd259.org	WICHITA, KS 67219	106
200636001387	GALENA HIGH SCHOOL  www.usd499.org	GALENA, KS 66729	85
201299000351	NORTHWEST HIGH SCHOOL  http://northwest.usd259.org	WICHITA, KS 67212	73
201299000348	SOUTHEAST HIGH SCHOOL  http://southeast.usd259.org	WICHITA, KS 67218	66
201113000926	RIVERTON HIGH SCHOOL  www.usd404.org	RIVERTON, KS 66770	62

201299000345	METRO-BOULEVARD ALTERNATIVE  http://metroblvd.usd259.org	WICHITA, KS 67211	44
201299000328	CURTIS MIDDLE SCHOOL  http://usd259.org	WICHITA, KS 67218	39
201299000326	ALLISON MIDDLE SCHOOL  http://allison.usd259.org	WICHITA, KS 67213	39
201299000327	BROOKS MIDDLE SCHOOL  http://brooks.usd259.org	WICHITA, KS 67206	35
201299001693	METRO-MIDTOWN ALTERNATIVE  http://metromidtown.usd259.org	WICHITA, KS 67214	33
201299000349	WEST HIGH SCHOOL  http://west.usd259.org	WICHITA, KS 67213	33
201299001799	STUCKY MIDDLE SCHOOL  http://stucky.usd259.org	WICHITA, KS 67220	32

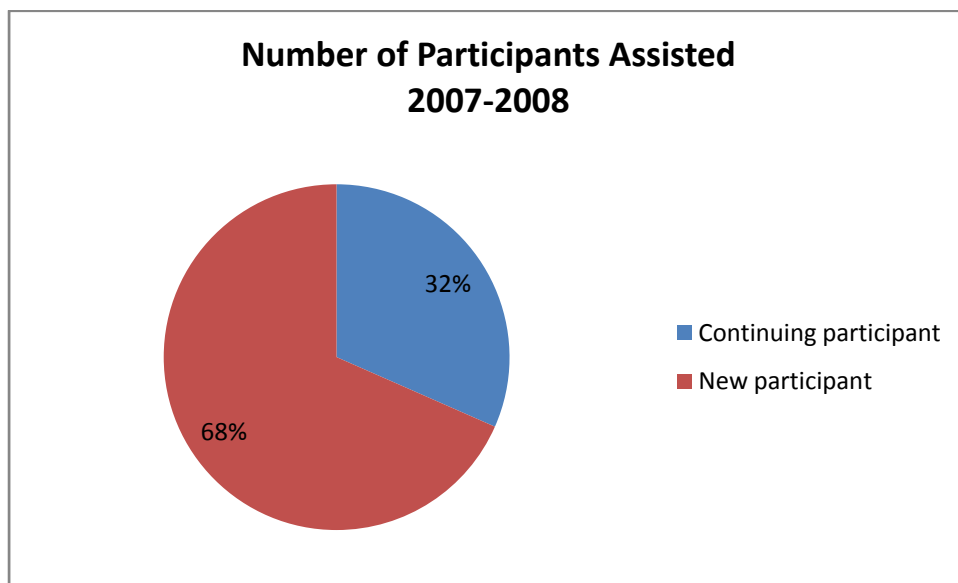
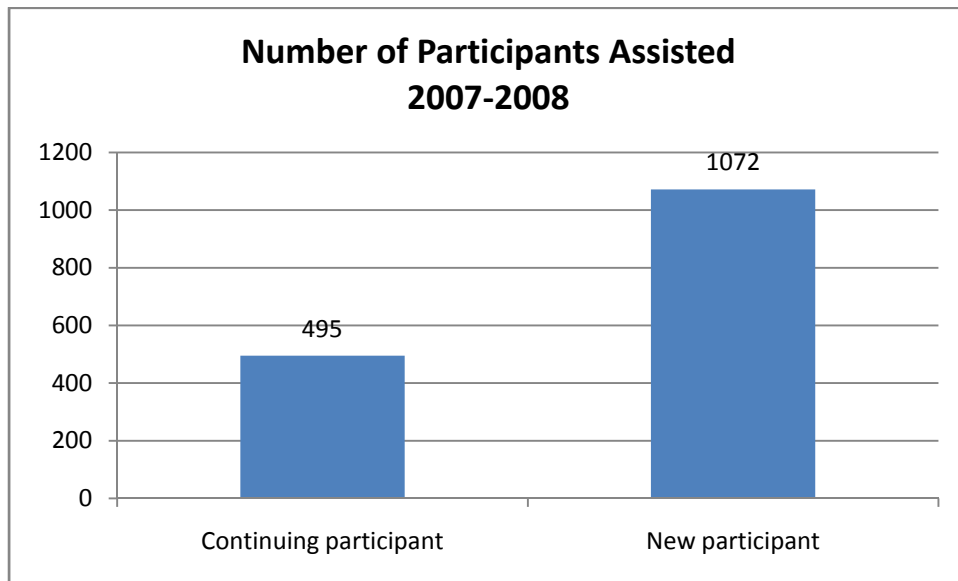
201299000339	PLEASANT VALLEY MIDDLE SCHOOL  http://pvmiddle.usd259.org	WICHITA, KS 67204	28
201299000331	HAMILTON MIDDLE SCHOOL  http://hamilton.usd259.org	WICHITA, KS 67211	27
201299000329	COLEMAN MIDDLE SCHOOL  http://coleman.usd259.org	WICHITA, KS 67206	27
201299001697	METRO-MERIDIAN HIGH SCHOOL  http://metromeridian.usd259.org	WICHITA, KS 67213	19
201299000340	ROBINSON MIDDLE SCHOOL  http://robinson.usd259.org	WICHITA, KS 67208	19
201299000342	WILBUR MIDDLE SCHOOL  http://wilbur.usd259.org	WICHITA, KS 67212	18

201299000334	MARSHALL MIDDLE SCHOOL  http://marshall.usd259.org	WICHITA, KS 67203	17
201152000446	SEDAN HIGH SCHOOL  http://www.usd286-sedan-ks.org	SEDAN, KS 67361	15
201299000330	HADLEY MIDDLE SCHOOL  http://hadley.usd259.org	WICHITA, KS 67212	12
200546001598	DERBY MIDDLE SCHOOL  www.derbyschools.com	DERBY, KS 67037	4
00489542	HOLY SAVIOR CATHOLIC ACADEMY  www.holy-savior.org	WICHITA, KS 67218	4
201299000338	MEAD MIDDLE SCHOOL  http://mead.usd259.org	WICHITA, KS 67211	3

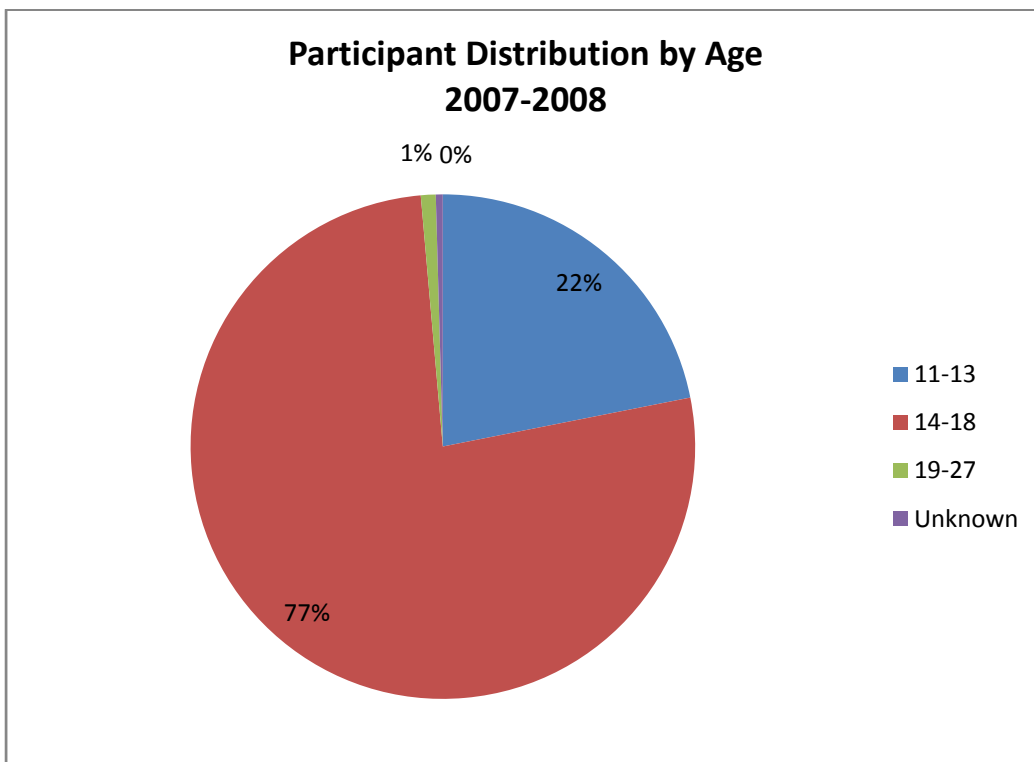
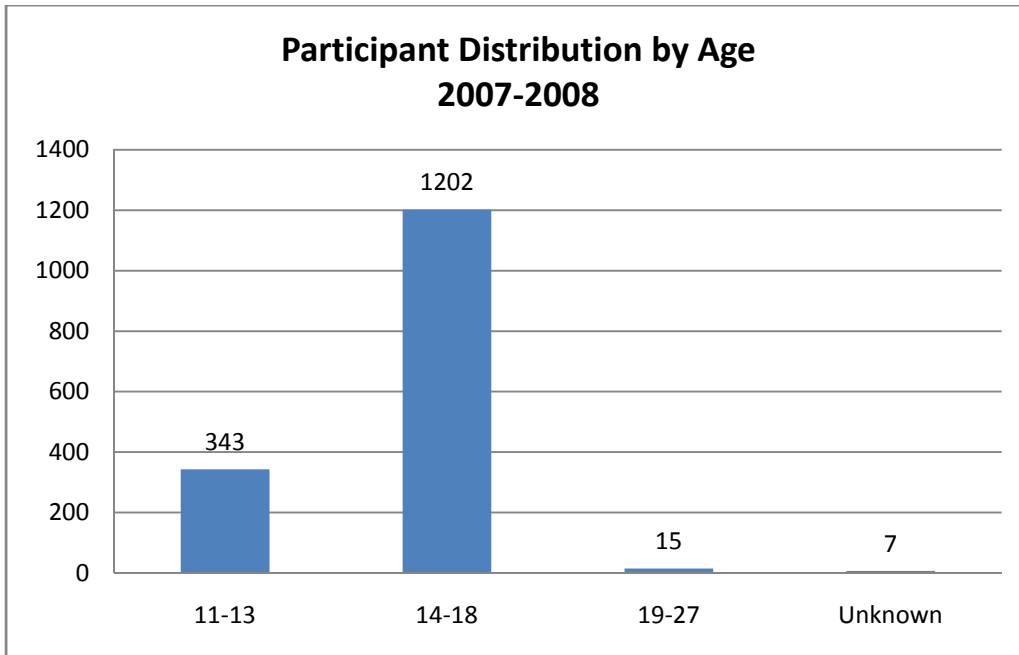
201299000646	<p>BLACKBEAR BOSIN ACADEMY</p>  <p>www.usd259.org</p>	WICHITA, KS 67208	2
201299000332	<p>JARDINE-EDISON MIDDLE SCHOOL</p>  <p>http://jardine.usd259.org</p>	WICHITA, KS 67210	1
00489724	<p>ST. JUDE CATHOLIC SCHOOL</p>  <p>www.stjudewichita.com</p>	WICHITA, KS 67217	1

Program Statistics

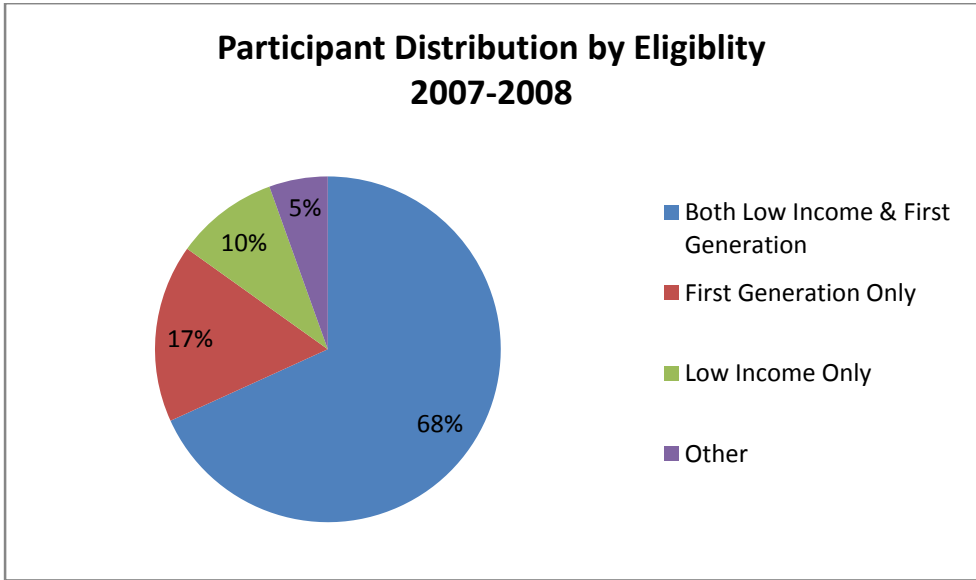
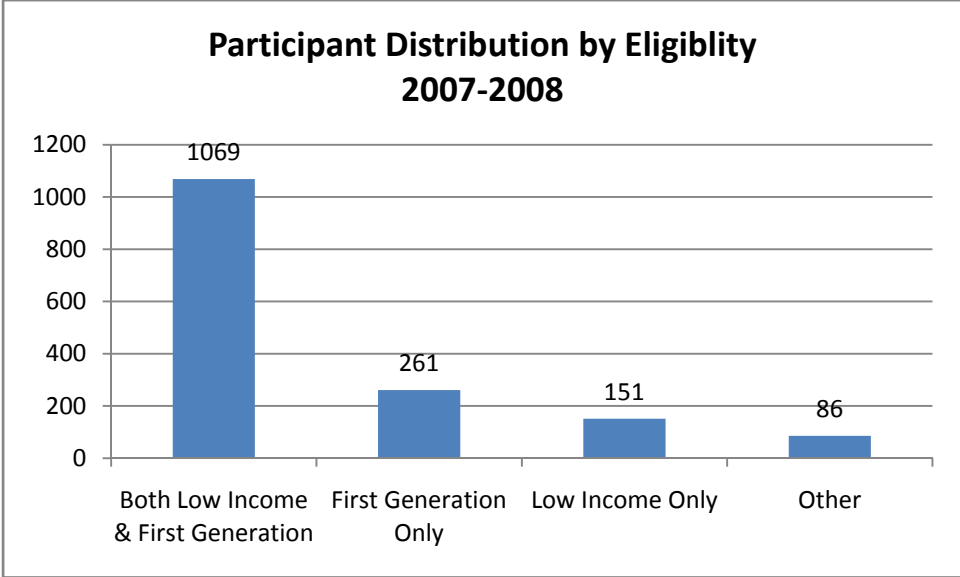
The following pages provide a detailed look at the demographics of the program.



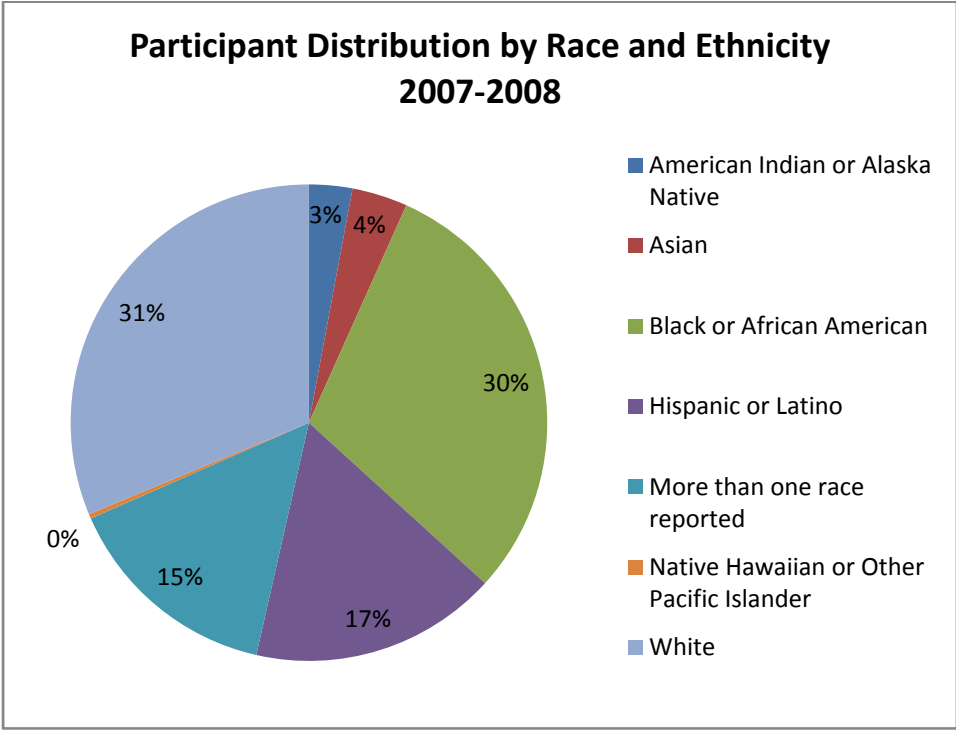
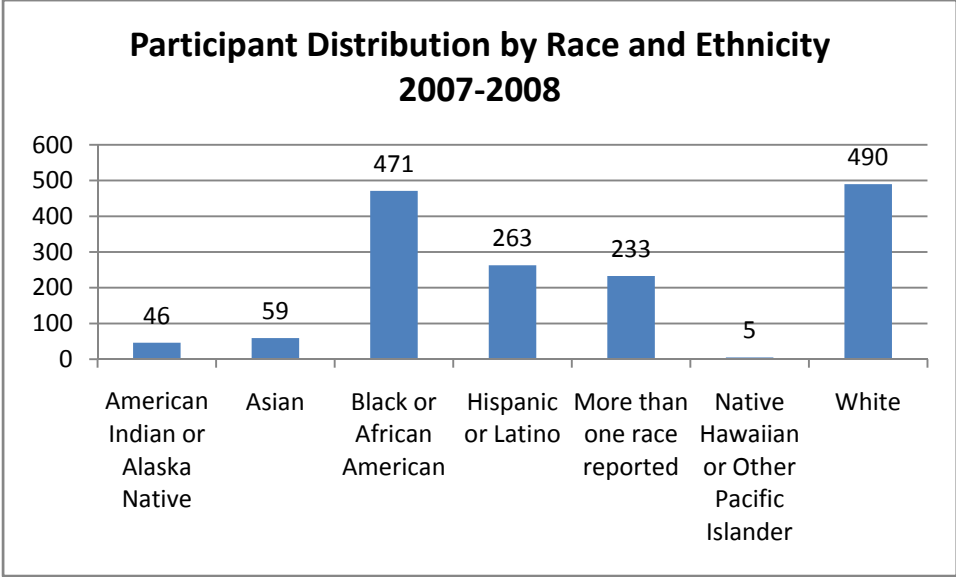
While the majority of program participants for the grant year were new to the program, a significant number of continuing participants were served.



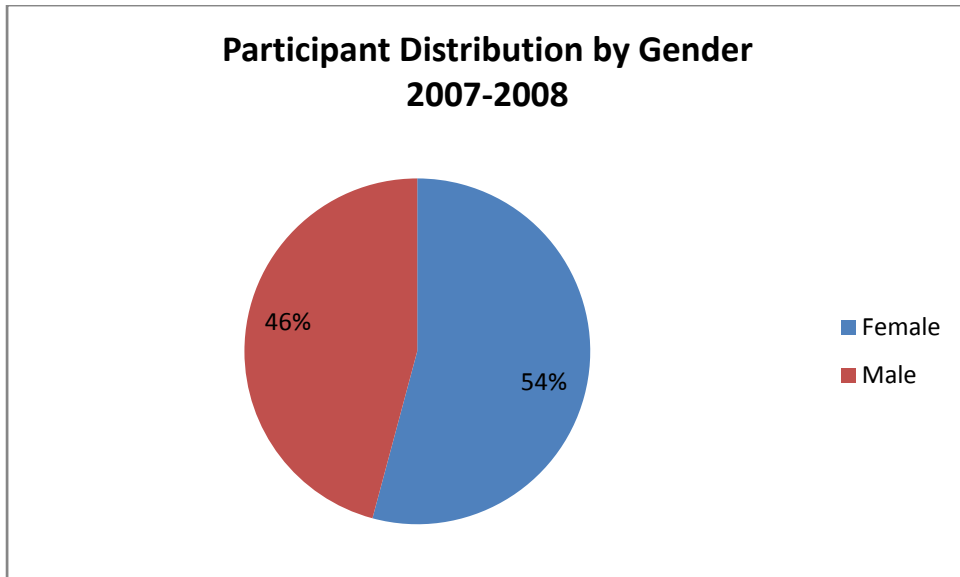
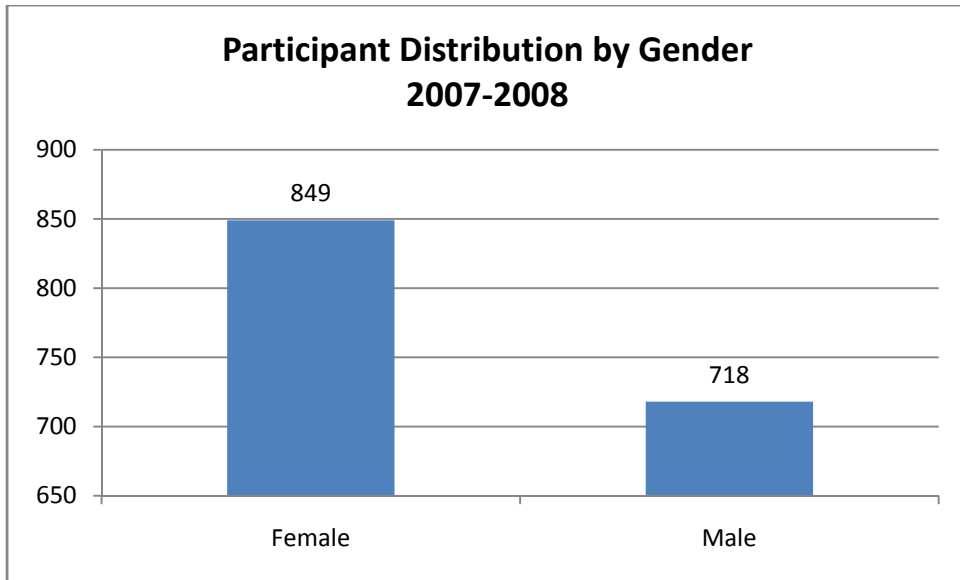
The majority of the program participants were 14-18 years of age (high school students) followed by 11-13 years of age (middle school students).



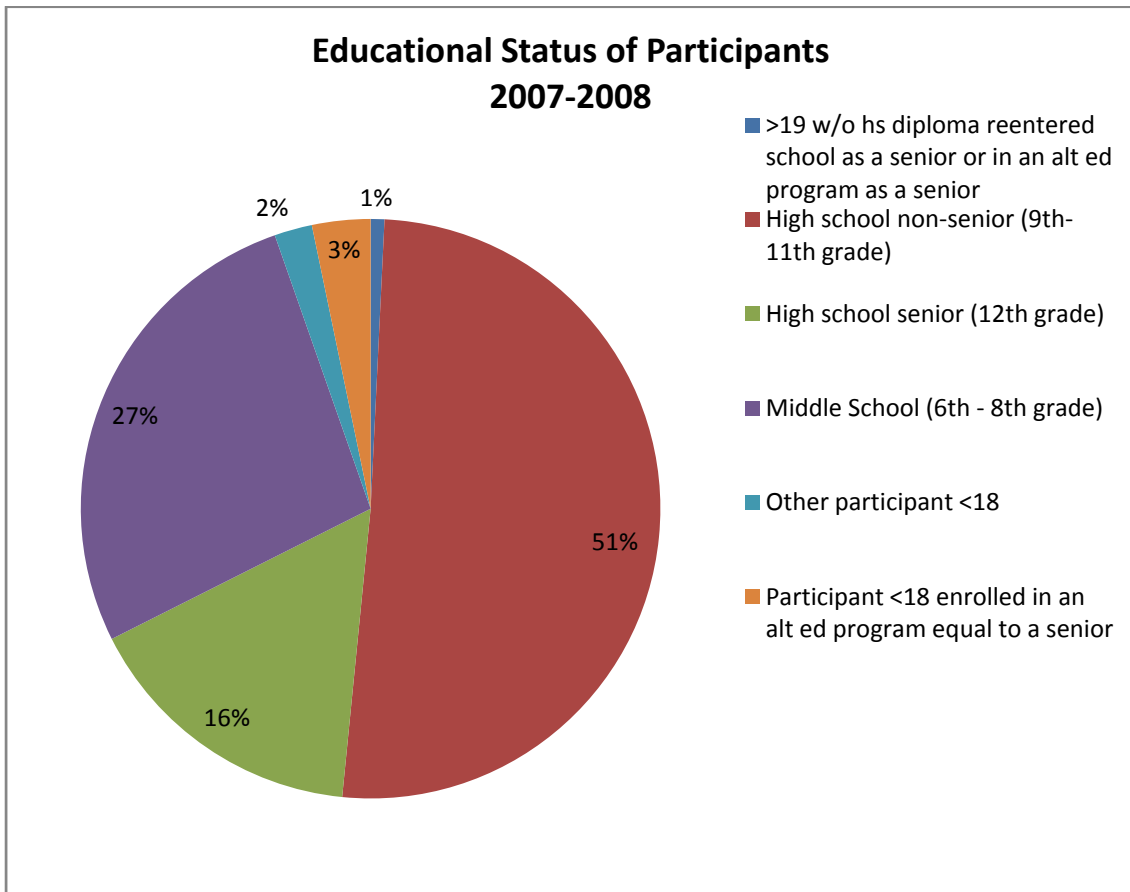
Low income and potential first generation college students (LI/FG) make up the majority of the students served by the program. This indicates that the program is fulfilling the legislative intent for Talent Search that at least two-thirds must be both LI & FG.



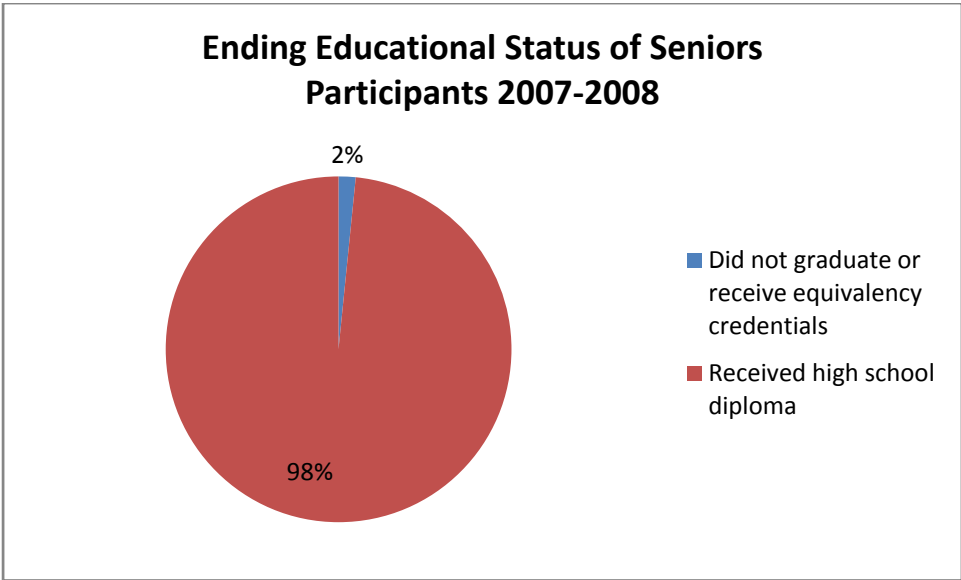
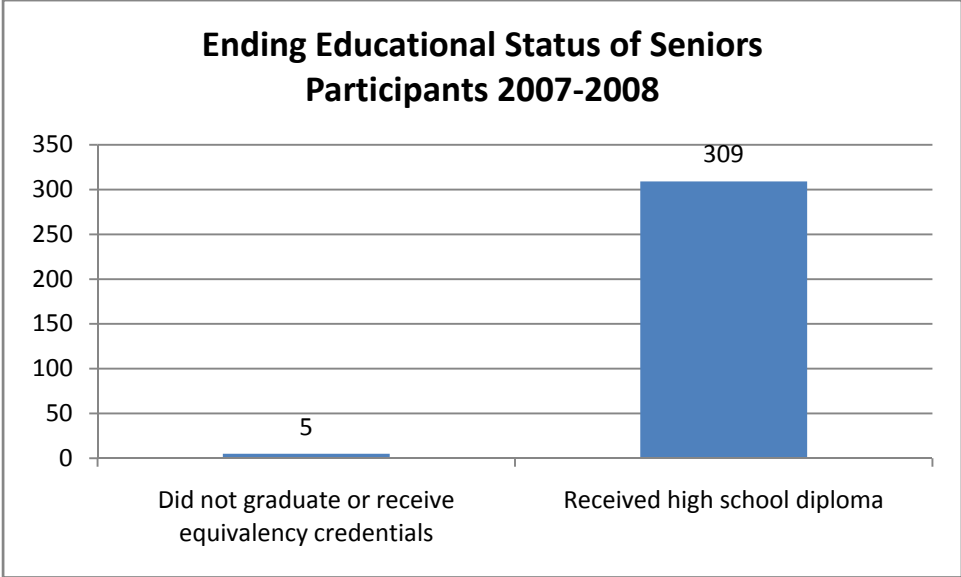
The program has a diverse student population. Efforts have been made to ensure that students from underrepresented groups are targeted for program participation.



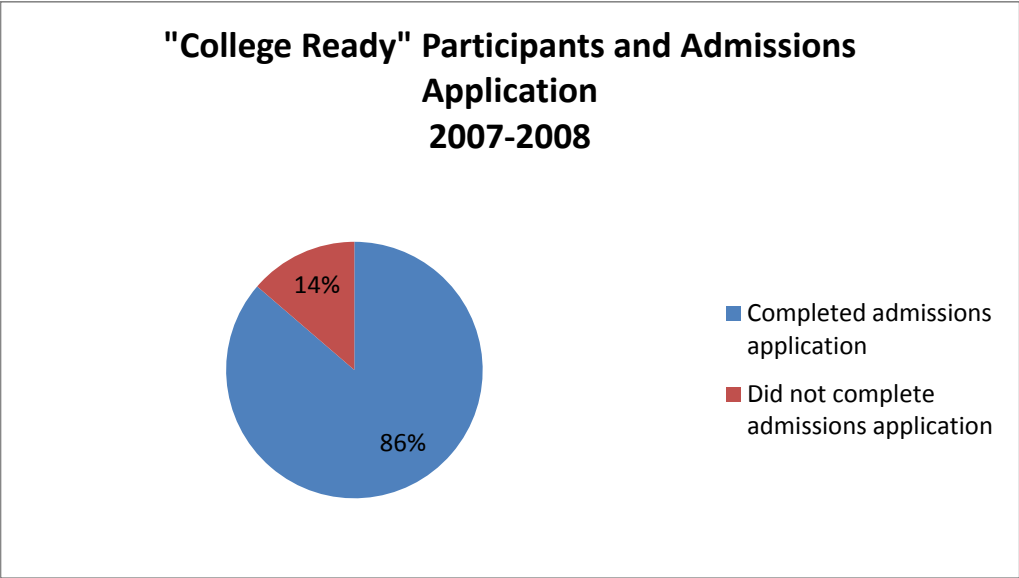
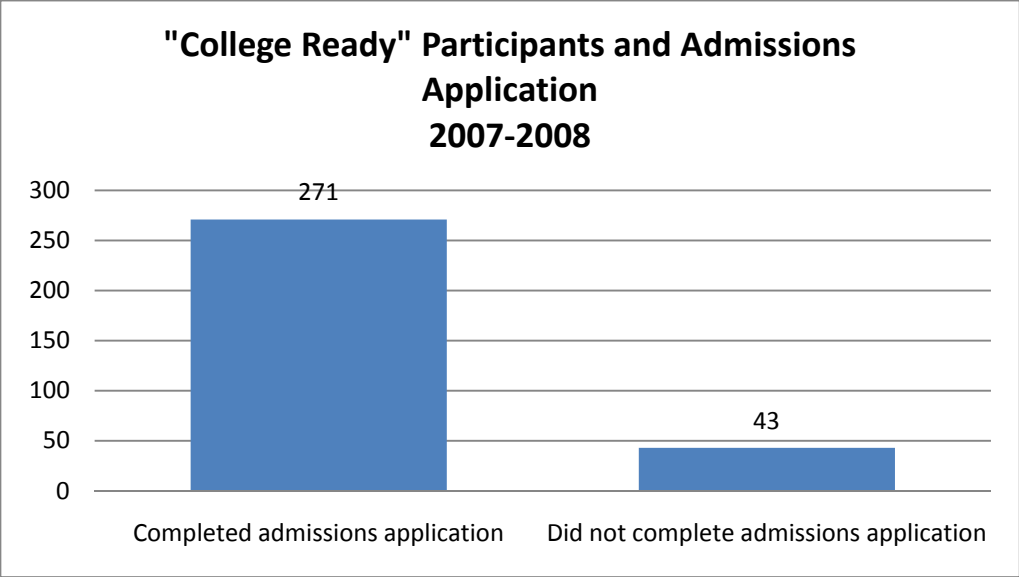
Female participants outnumber male participants. The program's efforts to ensure that more males are targeted and selected for program participation is effective.



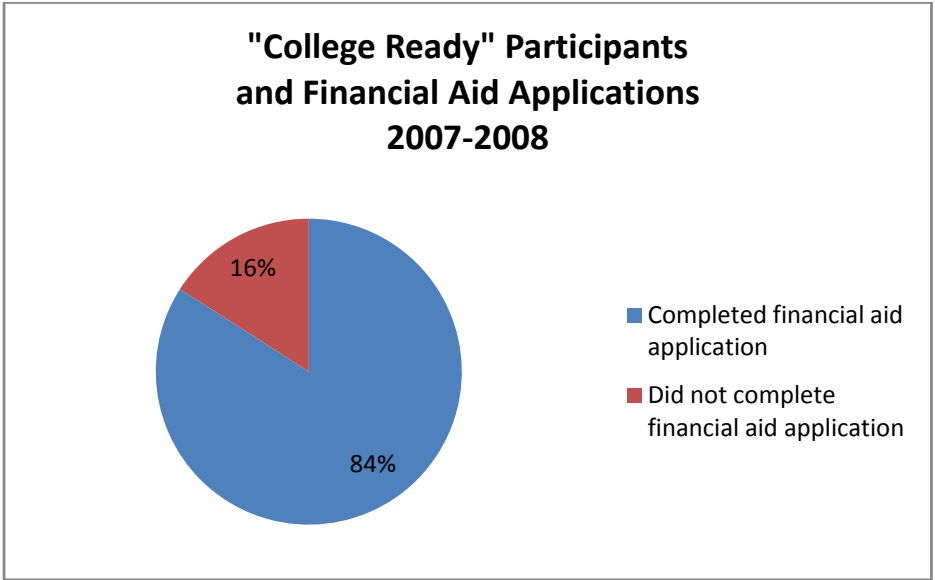
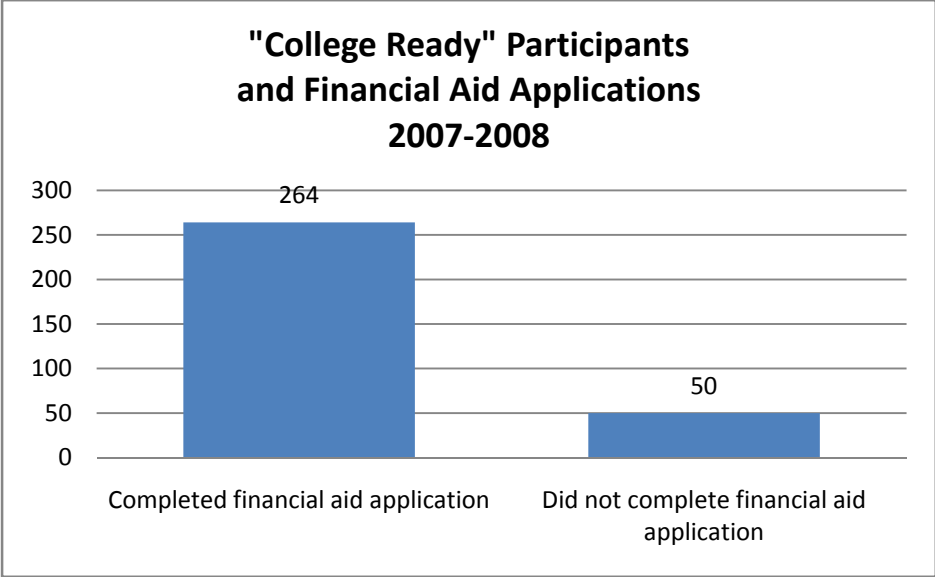
The majority of students served during the grant year were 9th – 11th graders.



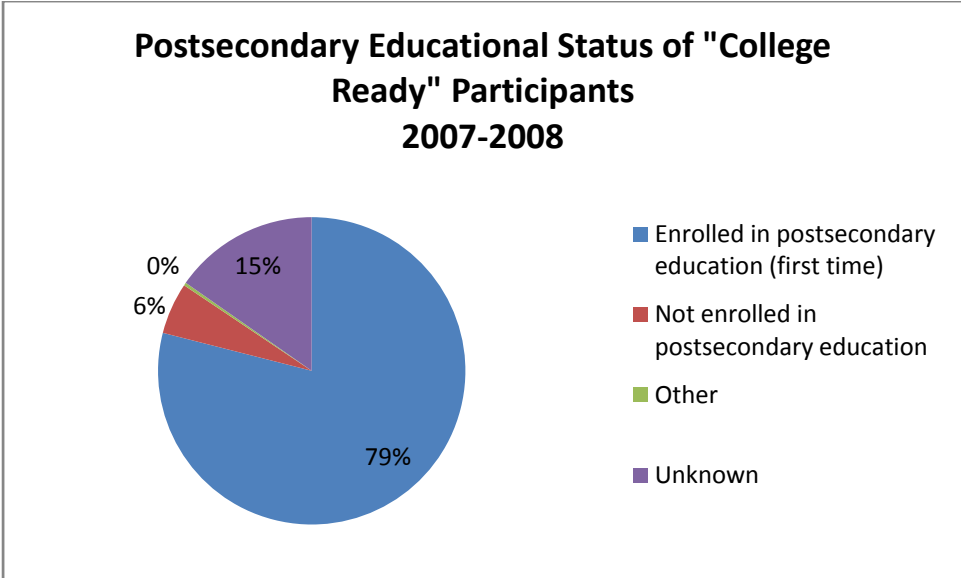
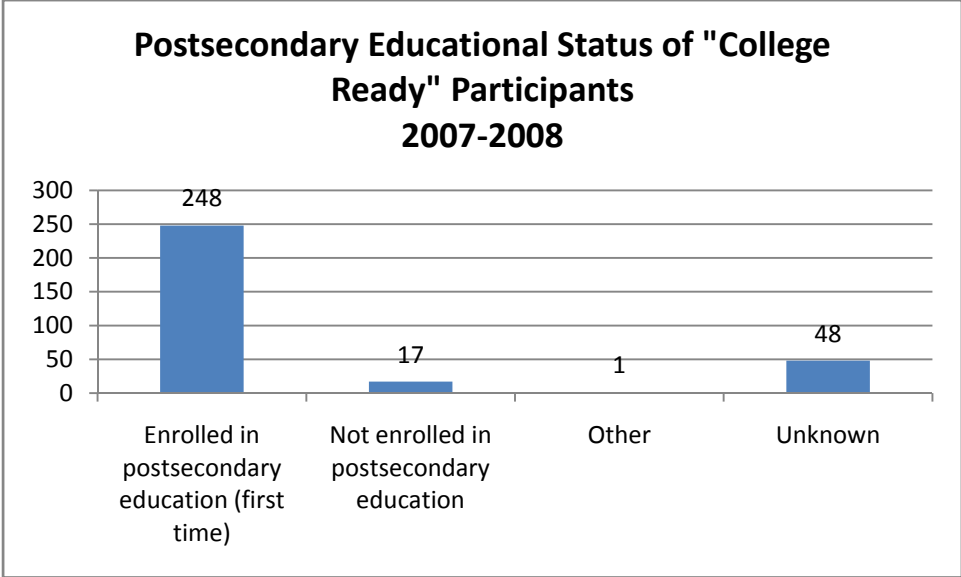
98% of high school seniors and their equivalents received a high school diploma.



The program exceeded its goal of 80% of "College Ready" participants who applied for postsecondary school admission.

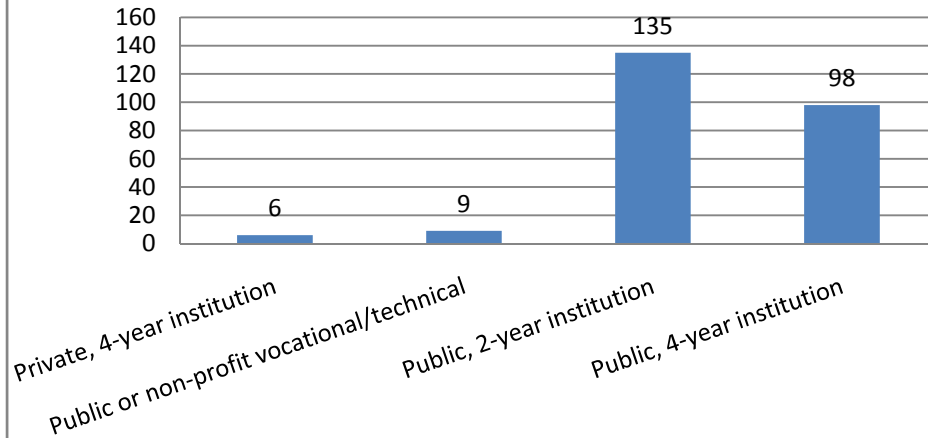


Ensuring that eligible students apply for financial aid is critical in whether or not the student will actual enroll in postsecondary. Financial aid includes grants, loans, and scholarships. The program again exceeded its goal of 80%.

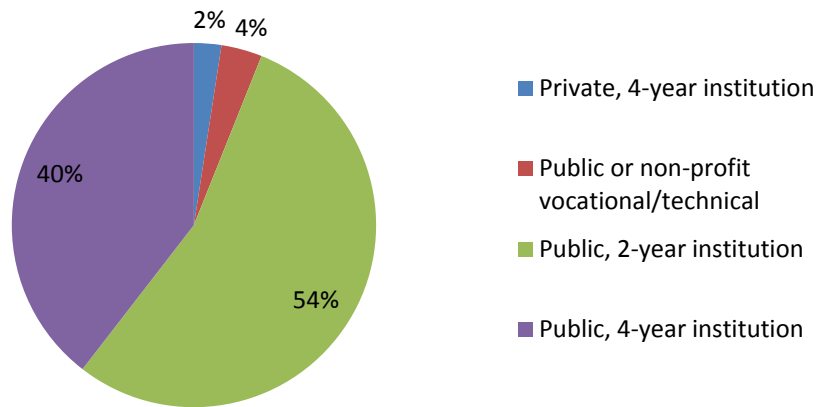


The outcome for "College Ready" participants exceeded the objective of 75% who enrolled in a program of postsecondary education by the fall 2008 term.

Type and Control of Postsecondary Institutions Participants Enrolled In 2007-2008



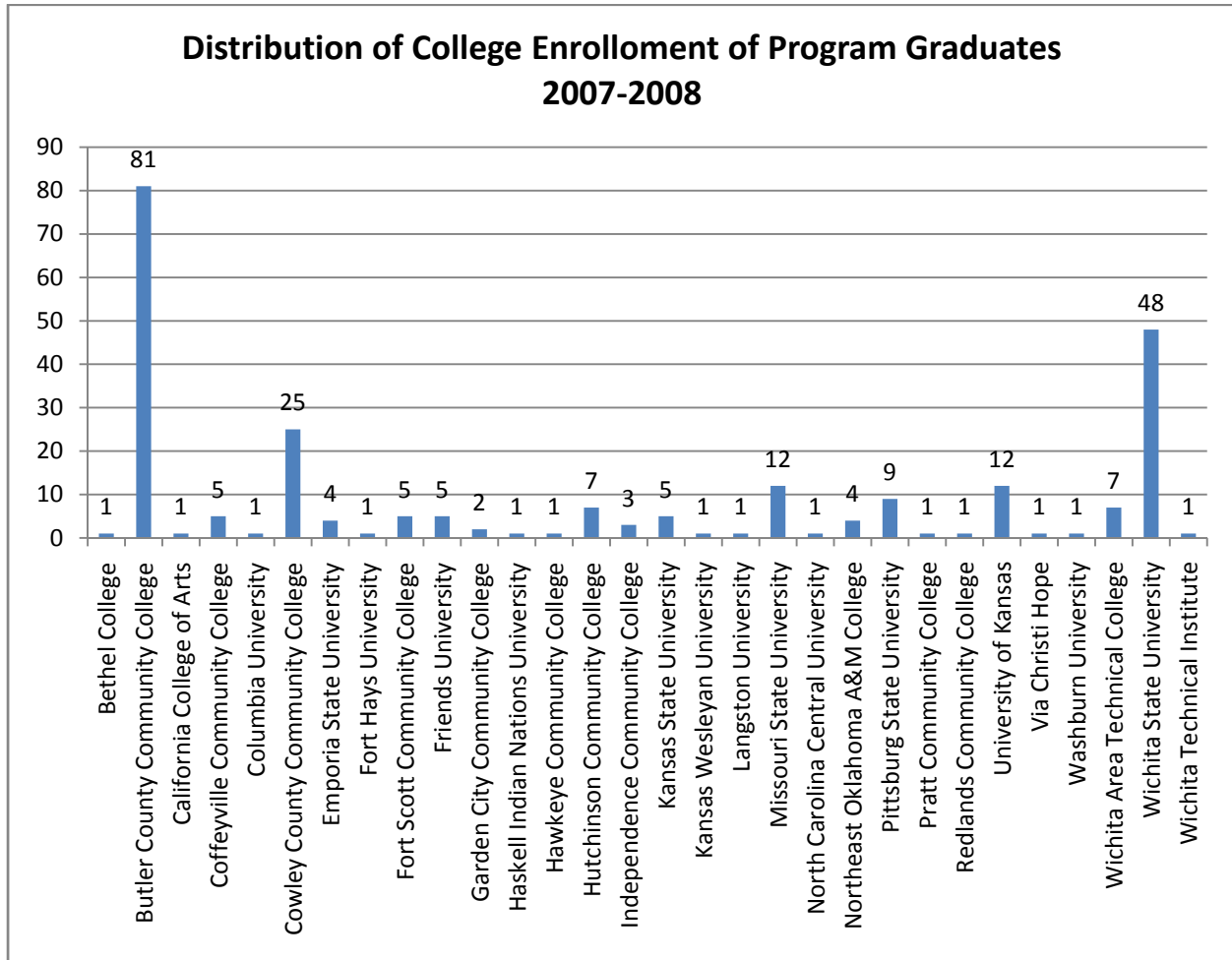
Type of Postsecondary Institutions Participants Enrolled In 2007-2008



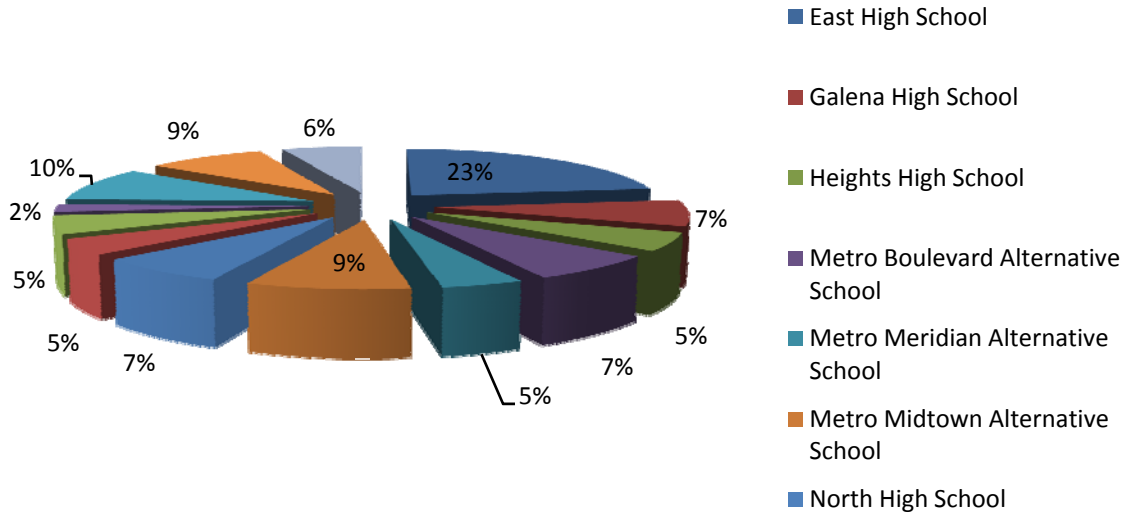
The majority of “College Ready” participants who enrolled in postsecondary attended public two-year institutions. Most of these students who attend two-year colleges eventually enroll in a four-year institution.

Post-Secondary Education Status 2007-2008

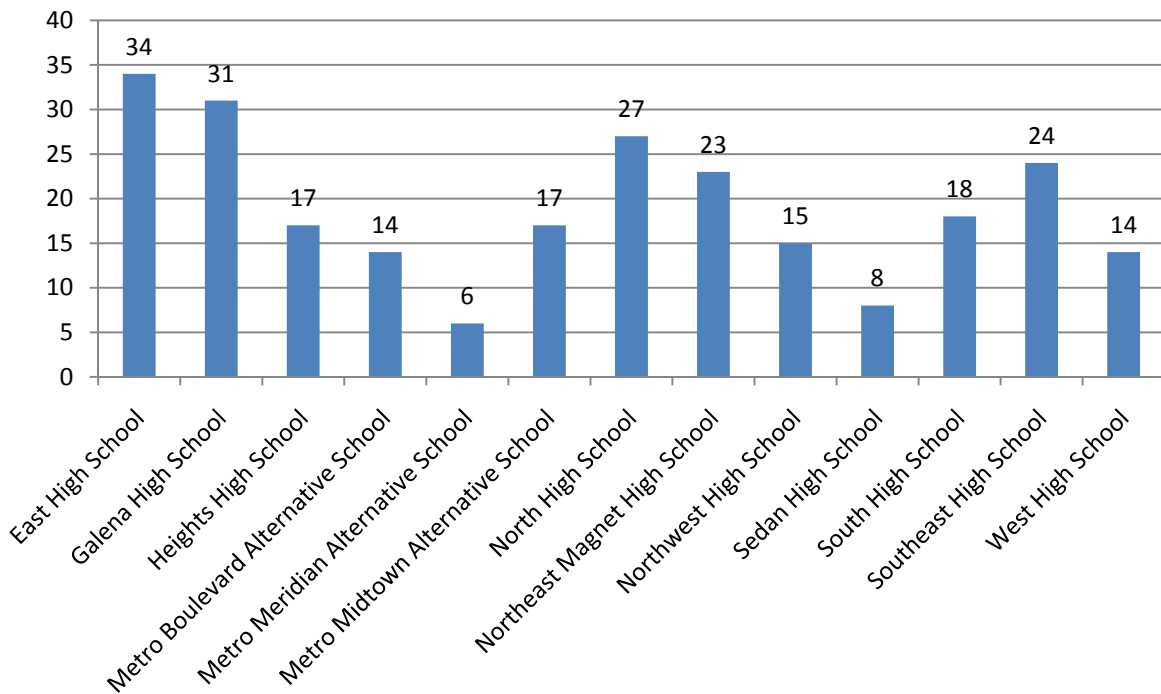
TRIO Talent Search/Project Discovery served 314 seniors from thirteen different high schools from Wichita and Southeast Kansas. Two-hundred and forty-eight (79%) graduates enrolled in the post-secondary education (PSE); while the other sixty-six (21%) students were either not enrolled in post-secondary education, unknown, or other. The following graphs reflect the number of program graduates by PSE enrolled, high school graduated from, and type of PSE institutions participants are enrolled.



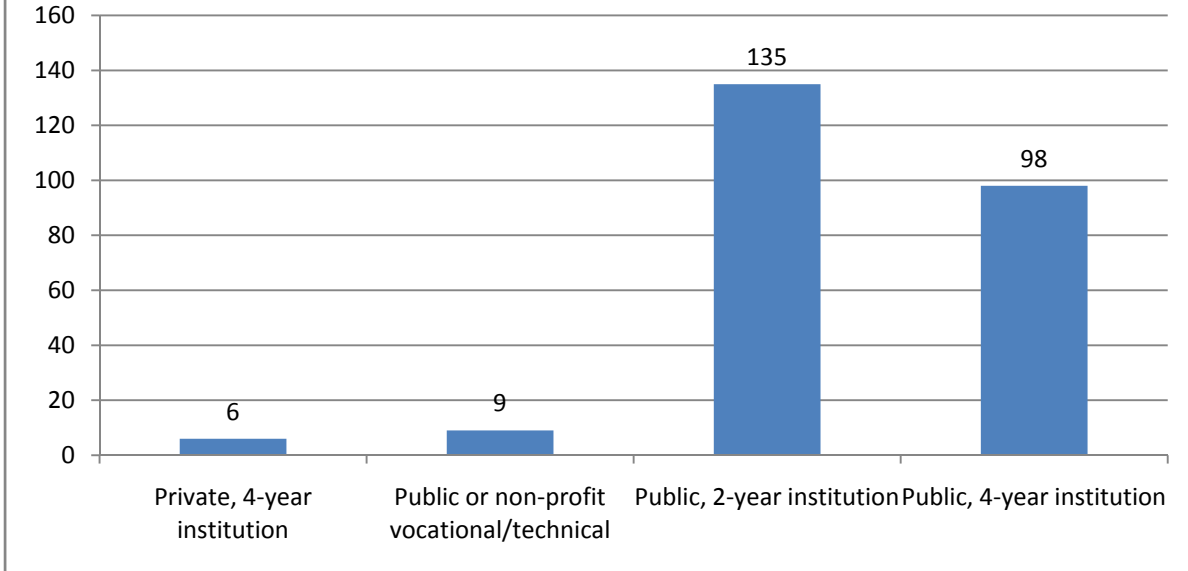
Distribution of the Types of Postsecondary Institution Participants Are Enrolled 2007-2008



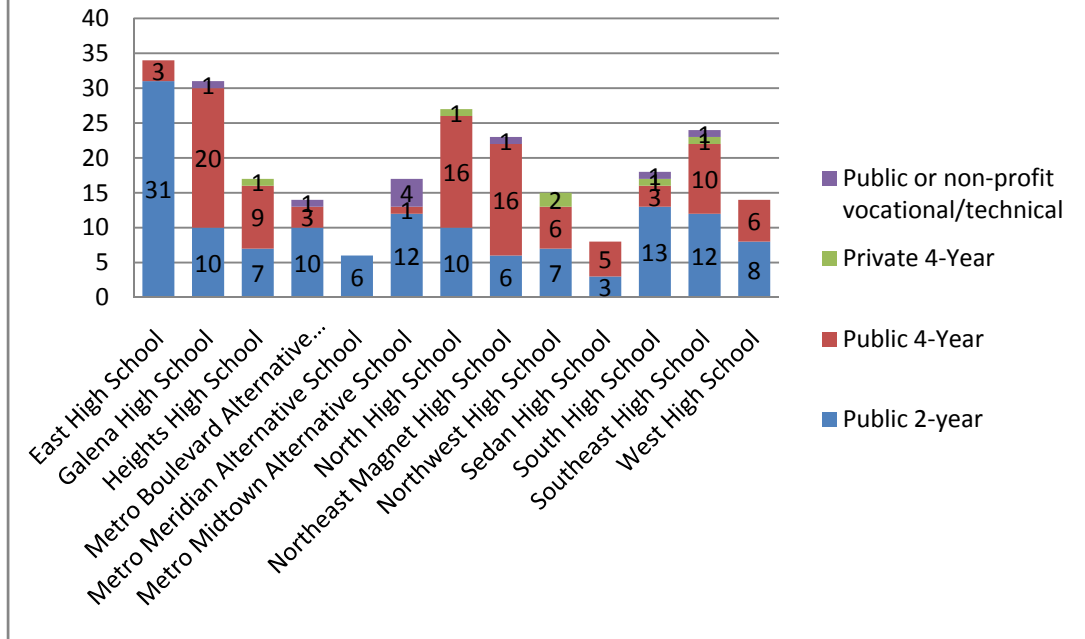
Distribution of College Ready Participants Enrolled in Postsecondary Education by School 2007-2008



Distribution of the Types of Postsecondary Institutions Participants Are Enrolled 2007-2008



Distribution of the Types of Postsecondary Institution Participants Are Enrolled 2007-2008



Evaluation of TRIO Talent Search/Project Discovery

9th-11th Grade Evaluation

By Mani Souriya, MEd
Assistant Director/Statistician
TRIO Talent Search/Project Discovery

One hundred and two (102) completed evaluations were received from 9th-11th grade participants for the 2007-2008 Program Year. The students were enrolled in the following schools:

School	Students
East	16
Heights	22
Metro-Midtown	3
North	16
Northeast	12
South	15
Southeast	14
West	4
Total	102

Source: TRIO Talent Search 9th-11th Grade Evaluations 2007-2008

The students received services from the following Talent Search staff member:

Staff	Students
Financial Aid Coordinator	38
Mentoring Coordinator	30
ACT Coordinator	34
Total	102

Source: TRIO Talent Search 9th-11th Grade Evaluations 2007-2008

The 9th-11th Grade Evaluation of Services was based on a Likert-Scale (0=Poor, 1=Adequate, 2=Good, and 3=Excellent); students were asked to rate services received from the staff. Not all students responded to each question.

Financial Aid Information

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	15	13	5	2	35
Percentage	43%	37%	14%	6%	100%
Mentoring Coordinator	11	11	3	0	25
Percentage	44%	44%	12%	0%	100%
ACT Coordinator	6	18	2	3	29
Percentage	21%	62%	7%	10%	100%
Total	32	42	10	5	89
Percentage	36%	47%	11%	6%	100%

Scholarship Information

Staff	Excellent	Good	Adequate	Poor	Total
Financial Coordinator	13	15	6	2	36
Percentage	36%	42%	17%	5%	100%
Mentoring Coordinator	12	12	3	0	27
Percentage	44%	44%	11%	0%	99%
ACT Coordinator	7	13	5	4	29
Percentage	24%	45%	17%	14%	100%
Total	32	40	14	6	92
Percentage	35%	44%	15%	6%	100%

ACT Workshop

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	7	19	4	2	32
Percentage	22%	59%	13%	6%	100%
Mentoring Coordinator	10	12	4	0	26
Percentage	39%	46%	15%	0%	100%
ACT Coordinator	7	12	3	5	27
Percentage	26%	44%	11%	19%	100%
Total	24	43	11	7	85
Percentage	28%	51%	13%	8%	100%

ACT Information

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	20	11	4	0	35
Percentage	57%	31%	11%	0%	99%
Mentoring Coordinator	17	9	1	0	27
Percentage	63%	33%	4%	0%	100%
ACT Coordinator	9	15	1	4	29
Percentage	31%	52%	3%	14%	100%
Total	46	35	6	4	91
Percentage	51%	38%	7%	4%	100%

Personal Counseling

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	8	14	9	1	32
Percentage	25%	44%	28%	3%	100%
Mentoring Coordinator	7	12	5	3	27
Percentage	26%	44%	19%	11%	100%
ACT Coordinator	6	14	6	3	29
Percentage	21%	48%	21%	10%	100%
Total	21	40	20	7	88
Percentage	24%	45%	23%	8%	100%

College Information

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	14	19	3	0	36
Percentage	39%	53%	8%	0%	100%
Mentoring Coordinator	16	9	2	0	27
Percentage	59%	33%	7%	0%	99%
ACT Coordinator	11	15	2	2	30
Percentage	36%	50%	7%	7%	100%
Total	41	43	7	2	93
Percentage	44%	46%	8%	2%	100%

Academic Counseling

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	4	20	7	2	33
Percentage	12%	61%	21%	6%	100%
Mentoring Coordinator	6	16	3	2	27
Percentage	22%	59%	11%	7%	99%
ACT Coordinator	5	13	7	3	28
Percentage	18%	46%	25%	11%	100%
Total	15	49	17	7	88
Percentage	17%	56%	19%	8%	100%

Financial Aid Workshop

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	6	12	11	3	32
Percentage	19%	38%	34%	9%	100%
Mentoring Coordinator	7	11	4	3	25
Percentage	28%	44%	16%	12%	100%
ACT Coordinator	6	12	5	5	28
Percentage	21%	43%	18%	18%	100%
Total	19	35	20	11	85
Percentage	22%	41%	24%	13%	100%

Mentoring

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	6	14	12	2	34
Percentage	18%	41%	35%	6%	100%
Mentoring Coordinator	5	15	4	3	27
Percentage	18%	56%	15%	11%	100%
ACT Coordinator	5	15	6	3	29
Percentage	17%	52%	21%	10%	100%
Total	16	44	22	8	90
Percentage	18%	49%	24%	9%	100%

Study Skills Information

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	10	18	4	2	34
Percentage	29%	53%	12%	6%	100%
Mentoring Coordinator	8	10	4	3	25
Percentage	32%	40%	16%	12%	100%
ACT Coordinator	4	16	4	3	27
Percentage	15%	59%	15%	11%	100%
Total	22	44	12	8	86
Percentage	26%	51%	14%	9%	100%

Career Information/Counseling

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	8	16	9	1	34
Percentage	24%	47%	26%	3%	100%
Mentoring Coordinator	12	9	3	2	26
Percentage	46%	35%	11%	8%	100%
ACT Coordinator	12	14	1	3	30
Percentage	40%	47%	3%	10%	100%
Total	32	39	13	6	90
Percentage	36%	43%	14%	7%	100%

Career Testing

Staff	Excellent	Good	Adequate	Poor	Total
Financial Aid Coordinator	5	16	7	3	31
Percentage	16%	52%	23%	9%	100%
Mentoring Coordinator	4	14	4	3	25
Percentage	16%	56%	16%	12%	100%
ACT Coordinator	7	13	4	5	29
Percentage	24%	45%	14%	17%	100%
Total	16	43	15	11	85
Percentage	19%	51%	18%	12%	100%

Source: TRIO Talent Search 9th-11th Grade Evaluations 2007-2008

The majority of the responses on the services provided were rated excellent or good, with ACT Information receiving the most “excellent” ratings, followed by College Information. The service that received the most “poor” ratings was Financial Aid Workshop.

The results demonstrate that 91% of the responding students would recommend TRIO Talent Search/Project Discovery to others. Some of the reasons for recommending the program are as followed:

“because I think it is a good and helpful program”

“because it gets you ready for college”

“because it opens doors for your future and to go to college”

“from this program my stress and worry of heading to college has diminished substantially”

“helps with organization and college applications”

“helps you find scholarship and the best schools suited for your career”

“it helped me with understanding Financial Aid more”

“helps inform students about career choices, college choices, and scholarships”

Students were also asked to indicate how often the academic information provided by the TRIO Talent Search staff fulfilled their academic needs based on a Likert-Scale (0=Never, 1=Seldom, 2=Sometimes, 3=Usually, and 4=Often). Twenty-six percent (26%) of the students responded that they “often” and “usually” received the information they needed to fulfill their academic needs. Following is a table that illustrates the responses of the 90 students that answered this question on the evaluation.

Fulfill Needs						
Staff	Often	Usually	Sometimes	Seldom	Never	Total
Financial Aid Coordinator	9	8	13	3	2	35
Percentage	26%	23%	37%	9%	5%	100%
Mentoring Coordinator						
Mentoring Coordinator	10	9	5	2	0	26
Percentage	38%	35%	19%	8%	0%	100%
ACT Coordinator						
ACT Coordinator	4	7	14	0	4	29
Percentage	14%	24%	48%	0%	14%	100%
Total						
Total	23	24	32	5	6	90
Percentage	26%	26%	36%	6%	6%	100%

Source: TRIO Talent Search 9th, 10th, & 11th Grade Evaluations 2007-2008

Students were requested to provide two suggestions on ways that the program could improve services to the students; however some students only provided one suggestion. The common denominator that students' suggested the most was meet students more often. The following pages list the answers that students gave to this question.

Generally, the results show that the students who responded to the evaluation were satisfied with the services they received.

Usually, the 9th, 10th and 11th Grade Evaluation is administered at the end of the school year, in April and May. However, this year the 9th-11th grade evaluation of services were administered in September of 2008.

9th, 10th, & 11th Grade Evaluations 2007-2008

Suggestions for Improvement

"Meet more often."

"Come more often. Talk a lot more about college information."

"Help you know what you want to be. College."

"Make it more interesting."

"Making sure you want to graduate. What you want to do in your future."

"Talk about scholarships."

"Meet with the students more frequently."

"More often. Individual help."

"Meet more frequently."

"Students must do their part. What is good for me may not be good, or what the next person may need. What someone does not understand they need to bring to someone's attention. 'Him that has an ear to hear, let him hear.'"

"Financial issues. College Visits."

"Have more meetings."

"More communication and organization. Better and actual useful scholarship info."

"I don't know never really attended this."

"Meet more often."

“Come visit more during the school year. Career testing need to improve.”

“Meet more often. Helping to prepare for college.”

“Better study skills info would be good. Career testing needs improved.”

“Spend some more time together. Meet more time to talk about information and scholarship.”

“Meet more times during the year. Spend more time together.”

“Provide more assistance. Provide more visitations.”

“Talk to us more often.”

“They help with ACT prep. They help you get into college.”

“More time to look for scholarships. More campus visits.”

“Meet people. Learn college info.”

“Meet more. Send more info in mail.”

“Talk to students more often.”

“Less group working.”

“All good. Love the program.”

“More frequent meetings.”

“More bussing.”

“That you guys involve more people into the Trio search.”

“Well, you're doing great.”

“Go to schools more. Give more information about study skills.”

“They could help me with study skills. They could help me with filling out college applications.”

“They could get great scholarships. They can help you decide what colleges are out there.”

“I like it how it is.”

“Be available more often.”

“They would help you get to college.”

“Visit more often.”

“Help the students more. Provide more out of state college visits.”

“Once they give students information they need to follow up and talk with them. They need to talk one-on-one to students.”

"Talk to the students. Do what you say you're going to."

"Help more with financial aid. Help get scholarships if a low GPA."

"Have meetings at least once a month to discuss about how to apply."

"Inform students about it constantly. Maybe inform students about it constantly. Maybe put members in a group with others they are familiar with."

"Meeting with us more."

"Give more information about ACT."

"See more of our TRIO Counselor. Get information based on what we want to do."

"See more of our TRIO Counselor. Get more information on specific topics."

"Starting earlier in the school year. Being available more days."

"More mentoring would be great. Scholarship information needs more improvement."

"I would like to know upcoming events through email."

"Come talk to the students more."

"Acquire more counselors to reach more students. Work more often with students."

"All of it is good!"

"The information."

"Go to different and more college tours. Have us all get together and talk about colleges and careers."

"Visit more."

"Have meetings at least once a month to discuss about how to apply."

TRIO Talent Search

9th, 10th, and 11th Grade Evaluation of Services

PLEASE PRINT

Date: _____ Name: _____ Date of Birth: ___/___/___

Talent Search Counselor: _____ Present School: _____

All responses will be kept confidential.

1. Rate those services which you received during the 2007-2008 school year to indicate your satisfaction:

	Excellent	Good	Adequate	Poor
Financial Aid Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarship Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Information/Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Would you recommend TRIO Talent Search to others? (please circle one) Yes No Maybe

Why? _____

3. How often did the information provided by the TRIO Talent Search Counselor fulfill your academic needs?

Often Usually Sometimes Seldom Never

4. Provide two suggestions on ways that TRIO Talent Search could improve services provided to students?

1.

2.

5. What other services should TRIO Talent Search provide to students
