TRIO Day 2006 will be hosted on the campus of Wichita State University (WSU) on February 15, 2006. Every effort is made to provide participants an exciting day that improves their personal and academic growth. Specifically designed sessions help middle and high school students, persons with disabilities and adults expand their knowledge base.

Four tracks are used to ensure each group is offered information at a level appropriate and relevant for development. All aspects of the day are evaluated to obtain information that includes the relevancy of topics, effectiveness of presenters, understanding of purpose, and suggestions for future TRIO Day activities.

Nine areas come together to collaborate and collectively celebrate the goals and accomplishments of the TRIO Programs. Each is complemented by the other and provides a comprehensive approach to addressing the needs of the target population. The individuals served by the Programs have a unique opportunity of interacting with committed and dedicated role models who work in the Programs.

The TRIO Programs: Upward Bound/Wichita Prep (UBWP), Upward Bound Math Science (UBMS), Student Support Services (SSS), Disability Support Services (DSS), Educational Talent Search (ETS), McNair Scholars (MS) and the Educational Opportunity Centers Program (EOC), and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), the Office of Disability Services (ODS), and the Office of the Policy Analyst Director (OPAD) assess the most productive methods of services delivery and assessment.

In 2005, we celebrated the impact of the Higher Education Act of 1965, making 40 years of influence. The Higher Education Act is the catalyst for the Programs’ existence and continued efforts. The importance of Equal Educational Opportunity for individuals served by the Programs is evident in the commitment of students and staff along with the support to the community and Wichita State University. Wichita State University and the community have been committed to the efforts of TRIO Programs since 1965 with its first program, Upward Bound. The participants in the Programs have accomplished much and continued to make their mark on the city, state, region, and nation.

The Programs continue to applaud individuals served throughout its 40 year history. TRIO is, “The Blueprint for a Lifetime of Success.”
There rarely comes a time when one has the opportunity to ask one of the originators of an event about the infancy of a movement, but in talking with Dr. Arnold Mitchem, I did just that. Dr. Mitchem is the President of the Council for Opportunity in Education (The Council), a nonprofit organization, established in 1981, dedicated to furthering the expansion of educational opportunities throughout the United States.

Dr. Arnold Mitchem has been a voice for low-income and disabled Americans his entire career. He graduated from the University of Southern Colorado in 1965. Before receiving his Ph.D. in Foundations of Education at Marquette University in 1981, he studied European History as a Woodrow Wilson Fellow at the University of Wisconsin.

He began his career in Milwaukee as Director of the Educational Opportunity Program at Marquette from 1969-1986. Prior to serving as Director, he was on the history faculty of the University. In 1986, he relocated to Washington, D.C. to represent low-income and disabled students nationally. Dr. Mitchem is the first and only President of the Council for Opportunity in Education. During this time he became involved in what we have come to know as “TRIO Day.”

Dr. Mitchem remembers, “TRIO Day was initiated in 1986 and was motivated by a need to celebrate the accomplishments of the TRIO community in the face of the Gramm-Rudman-Hollings legislation that was slated to eliminate TRIO programs at over 300 colleges and universities by fiscal year 1987. The Gramm-Rudman-Hollings Act was a black eye to TRIO programs. TRIO Day began as an act of defiance. We were bloodied, perhaps, but not bowed.”

“Things always evolve,” says Mitchem. “At one point TRIO Day was a national event that used to draw attention in Washington. There was even a march held to commemorate the day. The march was not grand or visible, however, so the national activities were abandoned in lieu of energizing the local and state initiatives. The Council,” he continued, “is not directing the activity any more. TRIO Day now is organized through committees and is reflected in grassroots efforts.”

As it stands now, the TRIO community has a one-two punch. “TRIO Day activities get information out about TRIO [locally] and two weeks later during the COE coordinated Policy Seminar in Washington, D.C., legislators get to hear it again. “This get’s congressional attention,” Mitchem declares. Each local celebration is different. Some bigger, some less extensive [but they all increase awareness].”

While Mitchem is impressed by the fervor of the statewide and local TRIO Day committees, he understands the limits of one-day events.

“What it [TRIO Day] did for us was told us that we were more embedded in America than we realized. The TRIO Community overcame the Gramm-Rudman-Hollings Act. It was a major psychological boost. We were able to puff our chests.”

(Continued on page 22)
Qualitative
● First TRIO program specifically for students with disabilities in the State of Kansas, one of fourteen across the nation.
● Contacted over 4,500 faculty, staff, students and community members to explain program goals and services.
● Updated marketing plan to inform WSU students with disabilities about the Disability Support Services program.
● Trained staff on policies, procedures and sensitivity to students with disabilities.
● Updated DSS website at http://webs.wichita.edu/dss
● Contacted campus and community organizations and established opportunities for DSS students to become involved.
● Offered Study Skills Workshops in the following areas:
  Time Management  Self-Esteem
  Stress Management  Learning & Memory
  Test Taking Skills  Critical Thinking
  Reading & Note Taking  Motivation
  Learning Basic Computer Skills
  How to be a Great Math Student
● Ten Tutors were available for tutoring in lower level undergraduate courses during the Fall, Spring and Summer semesters.
● Reviewed program students’ self identified needs and completed an Educational Development Plan of study for each student.
● Assessed all program students’ learning styles and explained the significance of each.
● Provided personal, academic, financial aid, career options and graduate school selection advising.
● Fourth Annual DSS Luncheon held in May 2005 to recognize program students, tutors, graduates and scholarship recipients.
● DSS Newsletter – published bi-monthly.
● Adaptive Computer Lab – 10 stations available to students with disabilities.
● Study Skills Videotape Library – 14 Video Instruction and taped DSS workshops added for student checkout.
● Textbook Loan Program – 3 books were added to the DSS library this grant year.
● Individualized Study Skill Instruction available to program students.
● Writing Assistant available to assist students (individual/group) with outlines and written papers.
● Two desktop computers were donated to the program. A total of 15 computers were available for student checkout.

Quantitative
● 115 students received program services.
● 67% (77) of the students with disabilities were also first-generation college students (neither parent has a four-year degree).
● 69% (79) of the students were low-income (family taxable income for the preceding year did not exceed 150% of the poverty level).
● 92% (106) of DSS students completed the grant year in good academic standing.
● 72% (83) of DSS students completed the grant year with a GPA of 2.5 or higher.
● 38% (44) of DSS students completed the grant year with a GPA of 3.0 or higher.
● Retention: 76% (78) of program students enrolled during the 2004-2005 grant year persisted and returned Fall 2005.
● 82% of the students, who received tutoring, passed their course.

(Continued on page 4)
Student Profile: Disability Support Services

Veronica

In 1997, at the age of 28, Veronica was tested for a learning disability and was found to be dyslexic. This answered a great many questions that Veronica had concerning her ability to do well in school.

When attending school, Veronica remembers having incredible problems producing work, though she knew that her understanding was satisfactory. She feels that she was thought to be ‘stupid’ and was accused of not trying. She worried daily about attending school because of her difficulties.

Because of her dyslexia, she was often humiliated by her teachers and teased by classmates. Veronica was extremely unhappy at school and left as soon as was legally possible and vowed never to return.

In 1998, when Veronica moved to the United States from London, England, she made the decision to try school one last time. This time Veronica had the support of her husband, daughter, extended family and friends. She found her instructors at Butler County Community College (BCCC) to be helpful and understanding.

In the fall of 2003, after completing 62 hours at BCCC with a 3.896 GPA, Veronica transferred to Wichita State University. In December of 2003, Veronica became a student in the Disability Support Services program where she was able to make use of the services offered to students with disabilities.

Veronica states that she found the DSS advisors and support staff “wonderful and most helpful.” She goes on to say, “the students at WSU are privileged to have such a committed team of professionals working with them to achieve their educational goals.”

Veronica graduated May 18, 2005 with a Bachelor of Arts in Social Work. Despite her dyslexia, Veronica graduated with honors due to her Wichita State GPA of 4.000 and her 3.896 transfer GPA. Veronica has been offered a job at United Methodist Youthville and will begin her career there in June. She is also planning to attend graduate school at Wichita State University.

Veronica’s concluding comment, “They say that America is the land of opportunity. As a recent immigrant to the USA I want to thank this country for making higher education possible for me.”

Disability Support Services

- Disability Profile:
  - 40% (46) of DSS participants were students with physical disabilities.
  - 19% (21) of DSS participants were students with psychological disabilities.
  - 25% (29) of DSS participants were students with learning disabilities.
  - 5% (6) of DSS participants are students with learning and psychological disabilities.
  - 4% (5) of DSS participants are students with learning and physical disabilities.
  - 3% (4) of DSS participants are students with physical and psychological disabilities.
  - 3% (3) of DSS participants are students with learning, physical and psychological disabilities.
  - 1% (1) of DSS participants are students with physical disabilities.

- DSS provided over 578.4 counseling contact hours with program students.
- 413 tutoring hours were provided to 33 program students.
- 13 program students graduated.
- 9 program students were on the Dean’s Honor Roll.
- 19 program students received Academic Accommodation.
- Awarded over $32,350 in scholarships to students with disabilities at Wichita State University.
The Office of Disability Services (DS) provides a unique service to students, faculty, staff, and guests with disabilities at Wichita State University. The main focus of DS is to ensure that WSU provides individualized classroom accommodations based on the needs of each student with a disability. One service provided to students who are planning on continuing their education is advice on transitioning from high school to a two or four year college. A secondary focus of service delivery is to work with other WSU departments and programs to assist them in making their programs, activities, and services accessible. Accommodations take many forms but are designed to provide students with disabilities the same educational opportunities as other students. Accommodations may resemble services received by students while in high school, but there are a few differences that high school students should be aware of as they prepare for a post secondary education. The major area students should consider as they transition to a higher education setting is how they will access services once they arrive at a two year or four year college.

Discovering and accessing services now becomes the responsibility of the student. The university does not seek out students with disabilities. Students must now seek out the office that provides access services and students must provide documentation of their disability to the access office. This is a major change for many. Students and staff from the Office of Disability Services will be available on TRIO Day to answer any questions persons might have concerning transitioning from high school to college.

The Office of Disability Services works with approximately 200 hundred students a year with a wide variety of disabilities. Program services are broad in scope and yet are geared to be specific to the needs of each student. Students meet with the Director of DS to develop an individualized plan of accommodation for each semester. This approach to service delivery helps all parties to have a clear understanding of how services work in a university setting and allows the student to be involved fully in their accommodation plan.

For all students who are graduating from high school this year, one important piece of information that can be brought to college is the knowledge of their disability and how it affects them in an educational setting. Secondly, students should know what coping skills they have developed and discover how these will transfer in a post secondary school setting. Last, but not least, the student should learn about assistive technology and start using it the last year of high school, and plan to see what programs are available to fit their needs in the college chosen.

(Continued on page 21)
Viet

Viet was born in Garden City, Kansas and moved to Wichita when he was in the 2nd grade. He was pretty frustrated as he entered Southeast High School. It was a time of new beginnings for him—his first job, first responsibilities and new experiences. He took physics, chemistry, math and English during those years, and he can remember crying during the night when he couldn’t figure out his homework. Most of the time, it would take him a whole night to complete his assignments. He felt miserable and isolated. He had always believed that nobody could understand how it would feel to lose your hearing and have to live with that hearing loss for the rest of your life. Viet says, “I was so stubborn about it. I couldn’t wait to get out of this place and attend college so far away from home because I didn’t want to become frustrated again.”

Viet graduated from Southeast in 2001 and went to college at Gallaudet University, the only liberal arts university in the world for Deaf and Hard of Hearing students.

When asked why he chose to go there, he stated, “I was looking for a place that would be easy for me to fit in. Everywhere you go there, people are deaf and know how to communicate with deaf people.” While at Gallaudet, Viet was one of 4 people that majored in chemistry. Because of that small number, he was able to work closely with the professors at the chemistry department and become an assistant in the lab. Viet attended Gallaudet for 2 years and then decided to take his newly developed skills to Duke University where he participated in a 16 week, summer undergraduate research experience program. During this time, he worked with a research group that engineered a blood vessel that could be placed in a human body. The group then worked to prove that there are cells that grow in blood vessels, and they focused on research of cell-to-cell interaction.

About this time, Viet knew he would need to transition from the deaf environment Gallaudet provided to the hearing environment he would need to encounter as he continued his education and pursued his dreams of becoming a researcher. As a result, he transferred to KU. His major there was chemical engineering. He encountered frustration again as he dealt with getting his classroom lectures through the hands of interpreters that were challenged by the complexities of the terminology used in his very difficult classes. He lost his confidence and his motivation, and as a result, he transferred to WSU. He wasn’t happy about this transfer at the beginning. This is the place he had lived most of his life, and the place he had experienced so much frustration in the past. He decided he would set one goal for himself—study hard and earn his Bachelor’s Degree. He is majoring in biochemistry and plans to graduate in May of 2006. He is taking a biochemistry research class this semester where his group is studying the effects of different drugs, in differing amounts of concentration, on the cells found in Parkinson’s disease.

He plans to continue in graduate school here at WSU, working on further research with Dr. Wimalasena and Warren Sam from the Biochemistry program. He has several reasons for his choice of WSU as his graduate program. One of those reasons is the mutual respect that has grown between him and Dr. Wimalasena and the opportunity he may have to work with Dr. Wimalasena on his research team. Another reason is because Viet is very satisfied with the notetaking, interpreting and CART (Communication Access Real-Time Translation) services that he receives through the Office of Disability Services. Viet is truly a student that is making his way in life in spite of any obstacles others may perceive him to have.
The Ronald E. McNair Post-baccalaureate Achievement Program (McNair Scholars Program) is a federally funded program through the U.S. Department of Education. This program was designed to provide research opportunities and other related academic experiences that promote the acquisition of the Doctoral Degree (Ph.D.) for first generation, low-income underrepresented college students.

The McNair Scholars Program was created by Congress in 1989 in an effort to increase the number of minority persons pursuing “Teaching” and “Administrative Careers” in higher education. The Program also serves as a tribute to Ronald E. McNair, Ph.D., who was an astronaut and crewmember of the Space Shuttle Challenger in 1986.

McNair was born in 1950 in the small community of Lake City, South Carolina. Upon graduation from high school, he set the ambitious goal of earning his Ph.D. within ten years. That goal was accomplished in 1976 when he graduated from M.I.T. with a Ph.D. in physics. While working on laser physics at the Hughes Research Laboratory, McNair was accepted into the astronaut program and was the second African American to fly in space. The ill-fated Challenger mission in 1986, that exploded 90-seconds into the air, was his second space flight.

In 1995, the McNair Scholars Program was inaugurated on the campus of Wichita State University. Currently in its third grant cycle, serving twenty students per grant year, the program concentrates on providing quality services to ensure that participants graduate with bachelor degrees from Wichita State University and improve their chances of entering post-baccalaureate study, and ultimately attaining doctoral degrees.

If selected for program participation, students have the opportunity to:
- Engage in scholarly research throughout the academic year and summer program
- Receive course specific tutoring
- Participate in a Summer Research Methods class
- Attend monthly Faculty-led Seminars and Student Group Meetings
- Attend quarterly Research Assembly Meetings
- Participate in the Faculty Mentoring component
- Present research findings at local, regional and national conferences.

The McNair Scholars Program proudly participates in the 2006 National TRIO Day Celebration.

Student and Program Highlights
2004-2005 Grant Year

Inaugurated: October 1995
Funding Level:$240,043
Year 2 of 4

- 136 students served by Program since October 1, 1995
- 22 students currently in the program
- 25 past TRIO participants
- 16 current and past participants graduated during 04-05-grant year
- 105 students have graduated with a
Elischewah

Elischewah, a Dutch native, was laid off from an avionics company after the 9/11 attacks on the World Trade Center. The Wichita community, which livelihoods rely heavily on the avionics business, was hit hard during this time. Elischewah refused to sit and wait for a new position to open up and decided to complete her education as soon as possible. It was a lifetime opportunity to completely devote herself to and complete her education in order to never depend on just one job alone. Education was her ticket to improve herself, to be able to take care of her family and to be a better contributor to her community.

It was during the first semester at Wichita State University (2004), Elischewah realized she wanted to pursue a Masters and PhD degree in Cognition and Perception Psychology. She was told about the McNair Scholars Program and decided to apply. Upon acceptance, she completed her first research project and received first place at the Wichita State University Undergraduate Research Symposium for her oral presentation. Her second research study was completed in July 2005. In May 2005, she was the first in her family to obtain her Bachelor’s degree and started her Masters in Gerontology the following fall. Elischewah hopes to be accepted into the PhD program in Psychology at the University of Iowa in 2006.

The McNair program was valuable to Elischewah in that it allowed her to put all that she had learned together in an applied research. She improved her English, her writing and public speaking. She is thrilled to have started her graduate education and feels that the McNair Program and the staff have greatly enhanced her American educational experience. The experience will truly last a lifetime.

Faculty who served as research mentors are from the following disciplines:

- Psychology
- Fine Arts
- Biological Sciences
- Chemistry
- Electrical & Computer
- Engineering
- School of Community Affairs
- Criminal Justice
- Health Professions
- Sociology
- Neurology and Psychiatry

TRIO Programs are 100% federally funded by the US Department of Education. GEAR UP is 50% funded by the U.S. Department of Education and 50% funded through state and local sources. Office of Disability Services is 100% State Funded.

Notice of Nondiscrimination
Wichita State University does not discriminate on the basis of race, religion, color, national origin, gender, age, marital status, sexual orientation, status as a Vietnam-era veteran, or disability. Any persons having inquiries concerning this may contact the Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita, Kansas 67260-0145, (316) 978-3001.
Wichita and Southeast Kansas middle school and high school students have found that many of their questions (and concerns) about going to college and other postsecondary institutions can be answered by the TRIO Talent Search/Project Discovery program at Wichita State University (WSU). Project Discovery is a federal TRIO program at WSU assisting pre-college students in USD 259 and in targeted schools in Southeast Kansas.

The purpose of the program is to increase the enrollment of low income and potential first generation college students in postsecondary education. To accomplish this goal, the program designs activities and services that can assist in the grade promotion of middle school and high school students, while providing technical assistance to seniors who are preparing to enter postsecondary.

The program serves over 30 schools and provides information to students on college admissions, financial aid, and college admissions testing. The program’s counselors work with students to complete college admission applications, the FAFSA, ACT and SAT registration forms, and scholarship applications. In addition, campus visits to regional universities and colleges are arranged for students throughout the school year.

Middle school activities include tutoring, workshops focusing on study skills improvement, and college preparation activities. The program office is open late during the school year on Wednesday and Thursday evenings for students who need tutoring, access to high-speed internet connected computers, or just need a quiet place to do their homework. Parents are also welcome to use the computers, look up college information in
The Blueprint for a Lifetime of Success

Student Profile: Educational Talent Search

Solomon

Solomon was born and raised in Wichita, KS and is the oldest of four children. He is a product of the Wichita public school system and was an active participant in the Educational Talent Search Program at Wichita State University during his high school years.

After spending part of his elementary school years in El Dorado, Solomon attended Curtis Middle School and then Southeast High School. Most of his childhood was marred by an unstable family environment. While his father attended Butler Community College and his mother was a high school graduate, school was rarely discussed in the home.

A bevy of financial and other “domestic conflicts” resulted in Solomon and his siblings not having their basic needs met. Clothing, food, and shelter were seldom a constant. At one point, a local news channel broadcasted a feature on Solomon’s family. The family had lost their electricity, water, and gas and was forced to move into a shelter home. Later on, his father was incarcerated and Solomon was placed in foster care. During this time, he divided time living with his grandmothers who provided him with the basic needs.

As the oldest sibling, Solomon worked hard in and out of school to be a positive role model for his younger brothers and sister. At fifteen he got his first job in fast food. But because he didn’t want to tempt anyone in his family to engage in self-destructive behaviors he hid his hard earned money and began saving it.

He describes being highly self-motivated during his teen years but didn’t have much direction as far as his education was concerned. He knew he wanted to go to college, but he lacked guidance and understanding to make correct and timely decisions. This was a difficult period for him.

In his junior year, he was called by the school office to meet with a representative from Wichita State University’s Educational Talent Search program. According to Solomon, the Talent Search counselor convinced him that college was a definite possibility. For two years the Talent Search counselor advised him on what college life was like, took him on campus visits, and helped him apply for scholarships and financial aid. He was also provided with study guides and other resources to prepare for the ACT. He graduated from Southeast High School in 2002. He credits the program for helping him to construct an effective path in getting into the college of his choice.

Solomon’s future is bright. He not only graduated from Wichita State University with a Business Management degree with a minor in Spanish—he did it in three and one-half years. A phenomenal feat for someone who basically had every hurdle placed before him as a youngster.

While he is still contemplating his career options, he has taken a keen interest in real estate. He also wants to apply to graduate programs at schools that offer the chance to study theology. His interest in religious studies began at sixteen—when he was ordained to be a Minister. Solomon’s eyes light up when he talks about the joy he receives in motivating young people in making good choices and in making God an important part of their lives.
Program Brief

The UBMS program is provided to students in two interrelated components, a summer component known as the “Galaxy Experience”, and an academic year component referred to as the “The Leadership Academy.”

Overview of the Summer Component - Fifty high school students from Kansas, Missouri, Iowa, and Nebraska participate in a six to eight week summer residential program on the Wichita State University (WSU) campus. Participants receive academic instruction, research opportunities, tutorial support, career counseling, and computer instruction during their stay. The curriculum is goal-oriented, interdisciplinary and interactive. It integrates the subject matter of the sciences with the tools of mathematics, writing, and computer technology. Time is also spent helping students develop critical thinking skills. The students also benefit from relationships with their mentors. Qualified and experienced professional staff persons, including residential, tutorial, instructional, and administrative, serve as role models to students.

Overview of the Academic Component - The academic year component, entitled the “Leadership Academy”, is offered to the fifty regional students that participated in the summer component, (minus the bridge students) with intense focus placed on local students. The Leadership Academy is designed to continue the support began during the summer component. It is comprised of weekly tutorial sessions, cultural and social outings, service learning opportunities and bi-weekly leadership seminars. Seminar sessions focus on building and enhancing those skills necessary for students to assert themselves in leadership positions in their home communities. Regional students participate in the Leadership Academy by attending workshops via interactive television, field trips, and attending programs or meetings hosted in their home communities. Students also participate in monthly chats, via an online chat room at yahoogroups.com.

2004-2005 Program Highlights:

● The program recruited and served 58 eligible students from the target states of Kansas, Iowa, Nebraska, and Missouri. Fifty were present for the summer residential component, 8 were involved in the academic year only. In addition, 10 prior year students received limited services.
● Thirty one percent (31%) of participants, for whom May 2004 and May 2005 comparisons can be made, demonstrated at least a .05 increase in their grade point averages.
● Nearly 60% of UBMS participants from 2003-2004 returned for the 2004 – 2005 program year.
● Eighty-three percent (15/22 or 83%) of the graduating class of 2005 are currently pursuing post-secondary study.
La Joseleria

Back then, kids used to tease me,
I could never be free,
Because I was a loser, back, back then,
And I always got made fun of back then.
I see my future being rich and famous,
Look at me; I am not a dumb boy,
because I am nice, cute, polite, friendly, funny, and very, very smart,
Kids back then used that I was a dumb piece of tart.

One time in the eighth grade, some kid tried to stab me,
Because I was dumb and because I was very puny.
One time, I did a talent show act,
and the students of the audience laughed at me behind my back,
because they thought I was stupid and dumb,
they also thought that I was very, very numb.
When I graduated from middle school,
with a suit and being normal and cool,
but the class of 2009 of RMS laughed at me in front of my parents,
when I got an award for honor roll, citizenship, and perfect attendance.
When I was at Rosedale, and I got teased,
like a prisoner and a slave, I never was pleased.
The students of Rosedale tortured me and made me cry,
I wanted to leave that school, no matter how hard I tried.

When I played sports during the year, my teammates disrespected me,
When I got to play a sport, they always made fun of me,
telling me what to do, thinking they are a coach,
and when I messed up in a sport they said this? You better play right, you roach?
Also, any time I messed in a sport,
they tried to beat me up, and treat me like I am in court.

On the last day of school,
I was being normal and cool,
I was wearing good clothing made out of wool,
The students thought I looked like a fool.

Just because I was wearing Southpole clothes, made out of wool,
and those kids just made fun of me, and called me an ugly fool.

When I finally left Rosedale,
I was happy, very happy, and proud,
because I got away from those kids who never made me proud.
I went to Upward Bound Math & Science Regional Center in the summertime,
at Wichita State University to learn lots of things and spend my time,
making new friends from different cities and towns,
The Wichita Project was funded in 1965 and held its first Upward Bound Summer Program on the campus of Friends University in 1966. The Wichita Public Schools, Friends University, Kansas Newman College (then Sacred Heart College), Wichita State University, and Butler County Community College were cooperative sponsors of the project, with the Wichita State University campus as the host institution.

The objective of the Wichita Prep Program has been to provide the motivation and basic skills instruction necessary for youth to successfully pursue and complete post-secondary education. Wichita Prep, the name of the project, served an average of sixty-five (65) students per year who need academic instruction, tutorial assistance, personal and academic counseling, post-secondary assistance, cultural exposure, and career development. The program has served the University and Wichita community well over the years. Since the beginning, the Upward Bound Program has assisted over 2,000 students in the Wichita area. The success, status, and achievements of former participants are many.

Current Profile
The Wichita Prep/Upward Bound Program is federally funded and hosted by the Wichita State University. Participants are drawn from the Wichita Metropolitan area and USD 259 Public Schools. These freshmen, sophomores, juniors and seniors must meet federal guidelines for participation.

Even though the Program averages 75 participants a year, Wichita Prep prides itself on specialized attention to each student. The student body is multi-ethnic with a potential for success in post-secondary education. Students from USD 259 high schools receive group and individualized assistance. Identified goals,

(Continued on page 15)
History of WSU SSS: Student Support Services has a long-standing history at Wichita State University. The Student Support Services for Disadvantaged Students entitled Project Together opened its doors to students in 1970, becoming Operation Success in 1979 and finally changing its name to the federal identifier, Student Support Services, in 1995.

Mission Statement: Student Support Services provides a multiplicity of personalized academic support services to students with limited income, who are first generation and/or with disabilities, enabling them to persist and graduate from Wichita State University.

Student Support Services offers a variety of services, which provide a basis for the successful education of eligible students. Each Academic Advisor is assigned a specific number of students, which gives them the ability to personalize the services essential to meet the students’ academic needs:

- Personalized education plan
- Individualized tutoring
- Academic success skills development
- Personalized course selection
- Scholarships only for SSS students
- Comprehensive and personalized degree planning matched with the WSU Degree Audit
- Use of SSS Technology Learning Lab
- Graduate school enrollment advice
- Targeted financial aid information
- Personalized counseling
- Assistance from Math and Learning Skills Interns
- Textbook Loan Library

Quantitative Program Statistics for 2004-2005:
- 275 students received program services
- 24% were on the Dean’s Honor Roll
- 16% received Academic Commendation

- 91% had cumulative GPA = to or > 2.0
- 44% had cumulative GPA = to or > 3.0
- 531 credit hours were supported through 1,587.80 hours of tutoring
- Program services enabled students to be retained at WSU while sustaining them on Federal financial assistance in the amount of $3,163,477.32.
- 155 students were awarded Program-based scholarships.
- 8 tutors earned College of Education credit through CESP 750E WSU course, certification from CRLA at Regular, Advanced and Master levels.
- 58 prior SSS students were enrolled in Graduate School at WSU (Source: Institutional Planning and Research, 2004).
- Highest level of funding for SSS-TRIO Programs in the State of Kansas $384,898.00.

Sandra Rush, Anita VanSchaick, Deema de Silva—Director, Kimberly Woolf, Vanessa Souriya-Malraj
**Dung**

Dung was born in Vietnam and migrated to the U.S. when he was six years old. He was the first in his family to attend college and had limited income. He received Pell grants and scholarships to pay for his tuition. His family couldn’t financially help him since they barely made ends meet. During his undergraduate studies, Dung was having difficulty adjusting to college life because he did not know who to turn to when he needed help.

He learned about the SSS Program during his second semester at WSU from his friend, a prior SSS tutor. His friend brought him to apply for a tutoring position. He was offered a tutoring position to tutor chemistry. While working as a tutor, Dung was curious about the SSS program and knew he would qualify. Vanessa Souriya-Mnirajd talked to him about the program and he decided to participate during the Fall 2003.

Vanessa assisted him with filling out the FASFA, search for scholarships, academic advising and applying for graduate school. Through his involvement with the program, he developed self-confidence. Although his parents fully supported his educational goals, they still had boundaries and limitations as to what he could or could not do. During his last semester, he decided he wanted to obtain a postgraduate degree. His parents wanted him to stay in Wichita. Dung talked to his advisor and decided he needed to stand up for himself.

He needed his parents to let him go and support his decision. He applied to five different graduate school programs and three of the five offered him a full-ride scholarship.

It was a tough battle for him to get his parents to understand his desire to move to another state since he is the youngest member of the family. After much consideration, he has decided to accept the offer from the University of Texas.

**Southwestern Medical Center** to study in a unique five-year doctorate program in biomedical sciences. He will be receiving $22,000 a year along with medical health insurance and a tuition fee waiver.

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**Upward Bound Wichita Prep**

measurable objectives, activities and timetables keep staff aware of the Program's focus. The support of University, public schools, and community persons strengthen the Program's efforts to assist low-income and potential first generation college students.

**2004-2005 Upward Bound Wichita Prep Major Accomplishments:**

- 81 Students Served
- 1,938 hours of tutoring provided to students
- 302 hours of personal and academic counseling provided to students
- 63.6% students had a 2.50 GPA or above
- 93.8% of students either returned to the program in the fall of 2004 or graduated.
- 100% of all Bridge students graduated high school
- 66.7% of all Bridge students enrolled in a post-secondary institution.
- 66.6% of the students are female and 33.3% are male
EOC Programs helps primarily low-income adults who would be first-generation college students, gain admission to college and find financial assistance for their education. The program’s mission is to assist adults who desire to improve their job opportunities through education. EOC Programs were established under the Education Amendments of 1972. The Center is conveniently located a short distance from the main WSU campus in the Eugene M. Hughes Metropolitan Complex. Hours that are family friendly and sensitive to adult needs have been established and include weekdays, evenings and weekends.

Date of First Grant:
September 1, 2002

Annual Number of Adult Learners Served:
1,000

FY03 Funding Level:
$204,000

Primary Services of the Project
• College Application Assistance
• Financial Aid Application Assistance
• Career Guidance
• Academic and Study Skills Assistance
• Assistance with GED or ABE or ESL
• Computer Assisted Lab and Resources

• Referrals to community agencies

FY03 Major Accomplishments
• Designated as a host site for High School Diploma completion by Project Encore of Butler County.
• Designated as a host site for GED On-line completion by the Wichita Area Technical College/Division of Adult Education.
• Assisted 1,371 walk-ins to the Center Office and offered 374 Computer Assisted Labs for participants in the Technology Resource Center for program participants.
• Provided program participants with 500 free (donated) textbooks.
• Developed a Calculator Loan Program for individuals preparing to take the GED Exam.
• Offered weekly free tutoring for participants needing Adult Basic Education assistance.
• Pathways and Connections Newsletter published and distributed bi-monthly.
• Accepted Proclamations from both the City of Wichita and Sedgwick County on behalf of adult learners and community partners supporting adult education.
• Featured presenter at the Annual City Wide Career Expo hosted by the Wichita Eagle Newspaper.
• Featured presenter at the City Wide Diversity Career Expo hosted by the Urban League of the Mid Plains.
• Co-sponsored the 25th Annual Cultural Spring Fling with TRIO Student Support Services.
• Participated in the McConnell AFB Career/Education Fair for Veterans.
Noble

Noble is a returning adult learner who is in his late forties. For many years, Noble has wanted to complete his college education, as he understood the value of a formal education. Noble had dropped out of education for a period with the intention of returning. Unfortunately, life situations created some challenges for Noble and he continued to delay his return to education.

While working at a college, Noble began to have a keen desire to complete his education. He made a commitment to himself to return to college. To make this dream a reality, he applied to the Educational Opportunity Centers Program.

As an EOC program participant, Noble was diligent in attending learning opportunities offered by the EOC program. He participated in Computer Assisted Labs and attended open labs to improve his computer skills. Noble also, followed his Educational Action Plan that he developed with the Program Specialist. He also used the program’s Technology Resource Center to research schools, careers and financial aid.

Noble reported that he is excited that he came to the EOC Program and that he has indeed received the assistance that helped him get back on the education track.

In November 2005, Noble became a full-time student in the Wichita Area Technical College in Computer Programming. His longstanding love of computers plus his goal to become a computer technician is a winning combination. With the new technological skills that Noble will obtain, he will eventually seek full time employment in the computer field.

Yasmin

Yasmin is a junior at Northeast Magnet High School. She has been an Upward Bound Wichita Prep student since completing 8th grade. She was familiar with the program because her mother and aunt are Upward Bound Alumni.

Yasmin has distinguished herself as a student filled with passion, enthusiasm and excitement about her academics, her artwork and her zeal for becoming a college graduate. Yasmin has earned a 3.70 or higher grade point average since middle school. She is a critical thinker and a role model.

In addition to producing excellent academic work, Yasmin has a bona fide gift of drawing and painting. Each summer the Upward Bound program conducts a t-shirt logo contest. Students turn in an entry and staff vote on the best picture. Once the picture is chosen the picture is used as the summer logo and placed on t-shirts and summer program literature. During summer 2005, Yasmin won the t-shirt logo contest. See artwork below. Yasmin is destined for significant accomplishments in high school and in college.
2500 students received program services
Kansas Kids @GEAR UP website at www.wichita.edu/gearup
● 28% (706) of the students were foster care students
● 78% (1940) of the students were low-income students
● 84% (2087) of the student were also first-generation students
● 40% (989) students received tutoring/academic enrichment/homework assistance
● 19% (476) students received mentoring services
● 51% (1269) students received counseling/advising/academic planning/career counseling
● 73% (1827) students participated in the summer programs
● 19% (484) students attended the various educational and college preparation workshops
● 42% (1060) students attended program orientation
● 244 parents received counseling/advising
● 186 parents attended the family events
● 124 parents attended other workshops offered
● 11% (272) students enrolled in Advanced* Mathematics courses
● 8% (204) enrolled in Advanced* Science Courses
● 44% (1097) students were promoted to the next grade level
● 43% (1062) of program students enrolled during the 2003-2004 grant year persisted and returned Fall 2004
● 241 (10%) students participated in college/campus tours to:
  Wichita State University
  Pittsburg State University
  Kansas State University
  Emporia State University
  Cowley County Community College
  Southwestern College
  Hutchinson Community College

First Row: Mandi Haske, Sandra Main, Heidi Huber, Catherine Terrell, Barbara Koch;
Second Row: Patricia Grinnell, Amber Chisham, Mario Parra;
Third Row: Carinise Nilsen, Catherine Brownell, Steby Kurth, Angela Lickteig, Vicki Quade, Joanne Sanders;
Fourth Row: Victor Chavez, Toby Martinez, Lucas Stephens, Mary Lasseter, Zaigham Jani, Barbara Koe, Mark Harmon, Sarah Emerson, Charles Tac

Dodge City Community College
Garden City Community College
Seward County Community College
Ottawa University
Kansas City Community College
University of Kansas
Donnelly College
University of Missouri at Kansas City
Park University
Salina Vo-Tech
University of Kansas
Fort Hays State University
Kansas Wesleyan
McPherson College
Brown Mackie College
Washburn University.
Neosho County Community College
Flint Hills Technical College
Butler County Community College

● 214 students graduated from the program
● 72 students received new GEAR UP scholarships
● 6 students received GEAR UP continuing scholarships

* Advanced courses are classes that are identified as above grade level by the student’s school.
Irene

Irene was born in Little Rock, Arkansas, October 1986. Two years after her birth, her father was sent to prison and her parents divorced. Her mother was left to struggle as a single mother with a host of bills and a high school education. As Irene progressed through elementary, intermediate, middle and high school, she began to realize how living without a college education made life difficult for her mother and step-father. She recognized that many of the people in her circle of influence were not able to accomplish much with their lives due to a lack of education. Observing the influence of education on others that she came into contact with, Irene decided that she wanted to become well educated and accomplish much more for herself and her future family.

Irene soon realized that dreaming about becoming educated was a lot easier than making it become a reality. As a senior in high school, she realized that she was behind the game in terms of making her dream become a reality. She wasn’t sure if she was ready for the ACT, she had not applied for financial aid because she didn’t know how to go about starting the process. She decided to ask one of the ladies at her local church for some help. She knew this woman was college educated and she trusted her advise and expertise. What she did not know was that the woman that she had asked to help her fill out a FAFSA was also a coordinator for the local GEAR UP program.

As Irene approached the woman to ask for help, she was unaware of the opportunity and journey that was about to be presented to her. Irene was enrolled in the GEAR UP program. She attended workshops on financial aid and how to finance a college education. She also attended career awareness workshops and had many discussions with her GEAR UP counselor about goal setting, budgeting for college, and choosing a major. She received assistance in applying for admission to several in-state and out-of-state colleges and she was accepted at all of them. Near the end of her final semester in high school, Irene learned about a scholarship opportunity through the GEAR UP program. She completed the application and wrote a very compelling essay about her experiences growing up and the obstacles she knew she would have to overcome. Irene was awarded a scholarship by Kansas Kids @ GEAR UP. The scholarship matched her federal Pell grant award and enabled her to attend the college of her choice, free from financial worries and hardships.

Irene is currently in her freshman year at Emporia State University and she is already blossoming into quite the intellectual, socially involved college butterfly. She is active in several student organizations. She is frequently invited to read her own poetry at special events and activities, and she has been nominated to serve as president elect for ESU’s Black Student Union for the upcoming academic school year. Kansas Kids @ GEAR UP is very proud of Irene for her determination, motivation and her willingness to pursue her dream of becoming a college graduate.
Introduction: Evaluation of anything presupposes two aspects: first that certain measures have been developed to gauge the output of an activity and that a particular level of measure (criteria) indicates effectiveness/success of the activity. An evaluation instrument is a tool that helps us gather relevant data regarding the measures already developed and numerically explain the extent to which the activity has been successful. Thus the evaluation instrument performs an indicator function.

Unlike bench sciences, or even certain social sciences, evaluation does not have a universal scale to measure success or failure of a program activity. Also, since each program activity is a unique event, it is appropriate that the program administrators construct original instruments of evaluation. Although there are no hard and fast rules for constructing the best evaluation instrument, the following paragraphs may help in developing an effective evaluation instrument. These instruments however are only post-activity instruments and do not address the idea of comparative group evaluations.

Main parts of the instrument: An evaluation instrument should be concise and may have three kinds of questions: questions on the manner in which the activity was conducted (organization); questions on the results of the activity (outcomes); and, finally, questions on relevant demographics. The questions about the organization and outcomes could be mixed but the program administrators should be able to classify them accurately after gathering the data. Demographics should be asked without violating the propriety of confidentiality. Demographic questions allow discriminate analysis (comparing between groups such as males versus females; juniors versus seniors, etc.). It is generally customary to ask for demographics at the end of the instrument to prevent a negative effect on the respondents of giving away some of their identity.

Items of the instrument: Each question in the evaluation is called an item. Most items are assertive sentences, e.g. “The speaker responded to the questions effectively.” Sometimes, it is advisable to put a few negative items such as "The speaker did not respond to the questions effectively." This not only reduces the monotony for the respondent, but also challenges the respondent to read the items properly before answering. Care, however, must be taken while analyzing such items as scoring of such item is exactly opposite of the other items. Also, we need to avoid using double-barreled questions (items that ask two questions in a single sentence), e.g. "The session was informative and interesting." This is a double-barreled question and actually consists of two items: The session was informative; and, The session was interesting. While it is known that closed-ended questions (questions with multiple choices of answers) assist in speedy collection and analysis of data; certain open-ended questions may help in gathering insightful and new data not covered in the options given in the closed-ended questions.

Data-Analysis: Data-analyses of the evaluation instrument correspond to the items and the kinds of data gathered. For instance, demographic information can be used to run comparative analyses between and among groups. On the items regarding organization and outcomes, depending on the kinds of scales given for the respondents, we could assign values to each of the responses, and then calculate an actual score that would allow calculation of the comparative success or failure of the activity, e.g. the values assigned could be Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. It is always good to establish a certain numerical criteria for measuring the success. For instance, for the above values, a mean of more than 2 could mean success of the activity. Much of these responses could be in terms of means or frequency. However frequency is better expressed as both number and percentage, as that gives a better pic-
tue of the responses. Open-ended questions are to be analyzed qualitatively to evolve themes that surface through the responses.

Validity & Reliability: Since the instrument we are constructing is an original one, it should be tested for validity and reliability. Face and content validity could be ensured by asking someone else in the program (with some background in survey design) to review it with special attention to the layout and arrangements of the items. The person should also examine each item to ensure that it asks relevant information necessary for evaluation. Reliability of the instrument can be found by running tests such as the Cronbach Alpha test after gathering the responses, or by dividing the responses into two arbitrary groups and comparing their responses.

Conclusion: The above discussion provided a few suggestions to construct an evaluation instrument for a specific activity. Program evaluation is a much more complex and bigger project. In recent times, there is much talk about scientifically based evaluations which use control and experimental groups and higher-end statistical analyses. The focus of those evaluations would be a comprehensive collection of data collected for several of the above instruments as well as other data regarding the academic and other achievements of program participants and comparing them with a similar group of non-participants.

Most instruments gather and provide numerical data. Numbers do not mean anything unless we learn the art of making sense out of them. Evaluation consists of judgment using some predefined criteria. Nevertheless, it is after all a human effort based on human responses. As such, data gathered from evaluation instruments are valid only as much as the respondents responded truthfully. Evaluation instruments like most other instruments in social sciences need to be constantly reviewed and readjusted to assess effectively the shifting reality of human experience.
He further explains that “the enthusiasm and interest in TRIO day activities generates energy. People want to be involved.”

Mitchem postulates that, “future TRIO Day Celebrations will probably remain local and focus on local initiatives.” TRIO Day will also continue to be a way that thousands of education opportunity proponents and participants can become involved. “People take great pride in reporting their TRIO activities.” Mitchem states, “I receive information from all over the nation from persons ready to tell their story and TRIO Day provides them the opportunity.

When asked for closing remarks, Dr. Mitchem simply offered, “TRIO Day has evolved into a local opportunity to show the results of a national movement.” The same excitement that we had in 1986 is what keeps it going.” We agreed that in whatever form, the excitement must continue.

Resolved by the House of Representatives (the Senate concurring), That February 28, 1986, be declared "National TRIO Day", a day on which the Nation is asked to turn its attention to the needs of disadvantaged young people and adults aspiring to improve their lives, to the investment necessary if they are to become contributing citizens of this country, and to the talent which will be wasted if that investment is not made.

Passed the House of Representatives February 27, 1986.

Attest: BENJAMIN J. GUTHRIE, Clerk.

Written by: Jose