The Blueprint for a Lifetime of Success

Magazine for TRIO Day 2007

TRIO Day 2007! The TRIO Programs are strongly integrated in communities and institutions throughout the country. Thousands of students have participated in programs in Wichita, the State of Kansas and outside. The TRIO Programs at Wichita State University include: Talent Search, Upward Bound, Upward Bound Math/Science, Educational Opportunity Centers (all pre college), Student Support Services, Disability Student Support Services, and Ronald E. McNair Post-baccalaureate Achievement Programs (post-secondary). All programs assist students in overcoming class, disability, social and cultural barriers to higher education.

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students. TRIO includes seven outreach and support programs targeted to serve and assist limited-income, first-generation college, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

In addition to the TRIO Programs, the Special Programs office includes the Gaining Awareness and Readiness for Undergraduate Programs (GEAR UP) and the Office of Disability Services (ODS). These nine programs provide extensive and comprehensive services for elementary-college students. Serving over 5,770 students, I am proud of the work and commitment of the dedicated staff.

The Programs provide services to students from middle school to college. Each program provides specific services designed for the student population served. These services include:

- Technical Assistance—completion of forms and required documents for college
- Opportunities to Conduct Research—work with university faculty researchers
- Instruction—exploration of academic courses including mathematics, science, and English
- Accommodations—assistance for students with disabilities that ensure successful completion of college
- Tutorial Assistance—support for success in middle and high school and college courses
- Workshops and Seminars—assistance to parents and students for college preparation
- Access to Computer Technology and Software—use of computer software, programs, and hardware to prepare students for the future and addressing the Digital Divide
- Leadership Opportunities—training and student development experiences to enhance skills
- Academic, Career, Cultural, and Personal Instruction—opportunities to explore and prepare for personal opportunities
- Scholarships—support for post-secondary entry and advancement

Each of the Special Programs (TRIO, GEAR UP, ODS) has provided detailed information about their programs and services in this magazine. We are honored to host students, staff, colleagues, and friends at this year’s TRIO Day activities.

Deltha Q. Colvin
Assistant Vice President for Campus Life
TRIO Programs have played a significant role in the evolution of Wichita State University (WSU). WSU established a consortium with then Sacred Heart College now (Kansas Newman College) and Friends University in 1964 to offer students who were considered “high risk and economically disadvantaged” an opportunity to get equal access and treatment to college. The official start of WSU’s commitment was Upward Bound in 1965 under the United States Office of Education’s Economic Opportunity Act and the Reauthorization of the Higher Education Act of 1965, as amended. With the support of local entrepreneurs, local businesses and individuals, the support and design for what was federally called Special Programs for Students from Disadvantaged Backgrounds has become the “TRIO Programs (1998).”

WSU’s first program was Upward Bound (UB) (1965), which was then followed by Special Services for Students from Disadvantaged Backgrounds (1970) (SSSDB)—now Student Support Services (SSS), Educational Talent Search (TS) (1977), Upward Bound Math Science (UBMS) (1991), Ronald E. McNair Post-baccalaureate Achievement Program (RM) (1995), Disability Support Services (DSS) (2001), and the Educational Opportunity Centers Program (EOC) (2002). The Programs were divided into pre-college and college serving. All Programs serve low-income and first-generation students with the potential for success in postsecondary education. The addition of the first generation distinction was to focus on the students who would potentially most benefit because these individuals would be the first in their families to receive a postsecondary degree.

TRIO Programs offer a variety of services that provided the support needed to ensure completion of high school, entry into and graduation from postsecondary. As part of its commitment to assist a diverse population, WSU sought and supported the need for a highly motivated staff sensitive to the needs of the TRIO eligible population. WSU offered the opportunity for individuals to enter the institution before receiving a high school degree to take classes while preparing to get a diploma and enter a degree granting program. Through WSU’s mission, the number and quality of students attending the university, diversity of the postsecondary population, preparation of a diverse workforce, and support by the community has continued to increase.

Present

WSU is committed to providing support to those interested in pursuing postsecondary degrees and for the community and its businesses. Since the funding and success of the TRIO Programs afforded thousands of individuals in Wichita and Kansas to obtain the dream of a college education, WSU expressed an interest in pursuing a state-wide Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. Completion of the GEAR UP application required selection by the governor of the State of Kansas. Funding of this program (2002) expanded the support of WSU’s mission to provide assistance to a broader, diverse population, to prepare and enroll in postsecondary educational opportunities. Wichita State has the unique distinction of hosting eight federally funded programs, seven TRIO Programs and GEAR UP. The TRIO Programs serve students from limited-income and first generation backgrounds and persons with disabilities from middle school to postsecondary. The GEAR UP Program serves limited-income students with a focus on students in foster care, from elementary school to high school. Funding of this grant was a $25 million dollar commitment by the federal government.

Continued on page 3
The role Federal TRIO and GEAR UP Programs have played at WSU: Past, Present, and Future

and Kansas schools, businesses, and individuals. An additional 6th year was added to the federal government’s 5-year commitment in 2004.

The Programs provide academic and cultural exposure to participants. While the students cannot be recruited for WSU, many of the students attend the institution. A large number of students of color participate in the Programs. The TRIO Programs afford many students the opportunity to realize a college education with the support of a staff providing services to ensure success: tutoring, career exposure, assistance with application to postsecondary, completion of financial aid and admissions forms, testing, and computer literacy.

Diverse populations are represented in a number of ways including those with disabilities. Through the Disability Support Services (DSS) Program and the university’s Office of Disability Services (1978) (ODS), support is provided to individuals attending WSU or needing assistance while on the campus. Collaboration to provide programming (tutoring, financial aid, career development, etc.) and accommodations (interpreters, note takers, etc.) services has increased the number of persons with disabilities attending, graduating, and supporting WSU’s commitment to this population.

Through the TRIO and GEAR UP Programs, thousands of students from diverse backgrounds in the City of Wichita and the State of Kansas are afforded the opportunity to advance their stance in life. These programs have been a major contributor to the number of students from diverse backgrounds attending the institution. When funded, the Upward Bound Math Science Program began as a Regional Center to assist students in Kansas, Missouri, Iowa and Nebraska with an emphasis on students from rural communities; and the Educational Opportunity Centers Program placed an emphasis on veterans. This diversity is what makes the institution expand its opportunities to diverse populations including the focus on persons with disabilities. The purposes of the programs complement the mission of WSU. The TRIO Program funding represents over $2.5 million dollars a year and $5 million a year for GEAR UP.

Future

TRIO staff has as their mission to provide opportunities for equal access and treatment for low-income and first generation college students. The aggressive pursuit of funding is an ongoing activity. To this end, personnel take every opportunity to address the needs of the community by developing and submitting proposals for funding. Personnel have developed grants for; computer laboratory opportunities for students in foster care through the GEAR UP Program; assistive and adaptive technology reutilization by persons with disabilities; engineering and journalism through Upward Bound Programs to expand the number of females and students of color pursuing careers in the math and sciences and an opportunity to encourage and increase the number of persons of color and students in general pursuing careers in journalism; improvement of skills for veterans in the pursuit of postsecondary entry and employment opportunities through a Veterans Upward Bound Program; and support to the secondary schools with the development of a Middle School Talent Search Program.

The TRIO Programs, GEAR UP, and the Office of Disability Services will continue to seek opportunities to expand its services and resources for special populations. It is evident that the systematic pursuit of opportunities has enhanced the university and its commitment and services in the city and state. Although a postsecondary institution, WSU’s services are expanded by the programs serving individuals from elementary to adults needing support.
TRIO Disability Support Services had a very good academic year. Some of the accomplishments included providing academic advising, personal counseling, financial aid advising, career options counseling, study/life skills counseling, and graduate school selection advising to 115 students.

An adaptive computer lab (with 9 stations) was made available to DSS students to assist with completing assignments and provide a way of communicating with instructors.

Ten Study/Life Skills workshops were provided to help students be more knowledgeable about how to study in order to become better college students academically.

DSS loaned textbooks, desktop computers, and laptops to assist students financially unable to purchase them.

DSS published a newsletter bi-monthly to keep students, faculty/staff and community organizations informed of the events occurring in the program.

Ten tutors were provided for students to assist with course assignments. This included an English Writing Specialist tutor that particularly helped program students to structure papers.

There were over 649 counseling hours provided to program students and over 675 tutoring hours provided to 54 program students.

Thirteen program students graduated, 17 students made the Dean’s Honor Roll and 16 received Academic Commendation.

DSS awarded over $34,900 in scholarships to program students as provided by the U.S. Department of Education and the WSU Student Government Association.

DSS is proud to have assisted students in accomplishing their goals and objectives this past year. With the collaboration of other TRIO and campus programs, DSS will continue to provide quality services to all of its students with disabilities.
Jamie

In 1998, at the age of 32, Jamie was forced into early retirement following a battle with Interstitial Cystitis and repeated surgeries. Multiple health issues such as Crohn’s disease, Fibromyalgia, Sjogren’s Syndrome, and Lupus continued to plague Jamie.

Jamie went to school to try to rehabilitate herself. In spite of her doctor telling her it would be better to accept early retirement and being denied help by social security rehabilitation, she finished her Associates Degree with a 4.0 GPA.

There were many times she wanted to give up as her health problems increased. Her GPA slipped when her mother was diagnosed with breast cancer in 2003 and she was left to care for her bedridden grandmother who was in the late stages of Alzheimer’s.

The slip in her grades was very depressing for her and as Jamie states, her DSS advisor “helped her find the light at the end of a very long, dark tunnel.” Her advisor also helped her save a scholarship that was almost lost since she had to drop a class to give her time to care for her mother and grandmother.

Jaime goes on to state that the DSS Office has been very kind and she has found that they treat not only her, but all students they encounter with respect, kindness and above all friendship. She was able to talk with her advisor about issues that were burdening and wrecking her focus. Jamie says that “They have been extremely warm hearted and supportive and have on many occasions helped me dig deep inside myself to find the strength and courage to keep moving forward.”

On an average day Jamie feels 90 years old—not 40—because of her combined and worsening multiple health problems. She found that the DSS staff continued to remind her of the positive things that she had accomplished.

In 2005, at the age of 39, Jamie was told that she was showing early signs of Alzheimer’s. She had also suffered a small stroke that January.

At times Jamie has wondered, “What is the point in continuing with my education?” But with the help and encouragement of DSS, Jamie has persisted. On May 12, 2006 Jamie received her Bachelor’s of General Studies degree and she graduated magna cum laude.

Jamie’s passion is rescuing abused, neglected and chronically ill animals. The worst of them live with Jamie. They are not easily adopted because of their medical needs.

As for the future, she’s not sure what will happen. Because of her health issues, she must find a job that can be done from home. At this point, Jamie says “It’s up to God.” To quote her mom, “When God closes a door, he always opens a window.” So Jamie is keeping her eyes on those windows for now.
The Office of Disability Services (ODS) provides a unique service to students, faculty, staff, and guests with disabilities at Wichita State University (WSU). The main focus of ODS is to ensure that WSU provides individualized classroom accommodations based on the needs of each student with a disability. One service DS provides 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 couple of 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 search for 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. Staff from the Office of Disability Services will be available on TRIO Day to answer any questions concerning transitioning from high school to college.

The Office of Disability Services works with over 200 hundred students a year with a wide variety of disabilities. Services are broad in scope, yet are specific to the needs of each student. Students meet with the Director of ODS to develop an individualized plan of accommodation for each semester. This meeting allows students to express their educational goals and develop a plan for the 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 in control of their accommodation process.

For all of the students who are graduating high school this year, the most important piece of knowledge they can bring to the college of choice is the knowledge of their disability and how it affects them in an educational setting. Secondly, they should know what coping skills they have developed and discover how they will transfer these into a post secondary school. Third but not least, it is important to learn about assistive technology and whether or not there are programs available that will benefit them in college.

### SERVICE STATISTICS 2005-2006

#### GENDER

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#### STUDENT SERVICES

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There is no such thing as a typical student who receives service from the Office of Disability Services because there is no certain category to place the ODS student in. Thirty-three percent of ODS students are male. Forty-five percent are Freshmen. Sixty percent are over the age of thirty. Ninety-five percent are white non-Hispanic. And, there is 1 in 44 chance that a primary disability can be guessed or predicted for the incoming ODS student.

The majority of ODS students take a reduced course load—under 8 credit hours to help in balancing other responsibilities and managing personal disabilities. All, except for a very few, have a permanent disability that affects the student’s educational environment. Services vary for each individual and may even vary for each class students may have in a semester. Two people with very similar disabilities may have extremely different services based on the coping skills they have developed through the use of assistive technology, support systems outside the university, and services received from other offices on campus like Student Support Services or Disability Support Services.

The majority of ODS students live off campus, hold jobs, and raise families in addition to attending WSU. These students rely on specialized transportation services provided by the city or a social service agency in the Wichita area. Although most ODS students are degree bound in the College of Liberal Arts and Sciences, there are still some students enrolled in other five colleges at WSU.

To qualify for services from the ODS, a student needs to provide documentation of disability and how the disability can affect the educational environment. The goal of this office is to make the educational environment accessible for everyone. Each semester, the Office of Disability Services is learning and exploring new ways of accessibility, and never remaining the same so as to meet the needs of the broad array of students that come to ODS for assistance.

### Office of Disability Services Continued

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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 after liftoff, was his second space flight.

In 1995, the McNair Scholars Program was inaugurated on the campus of Wichita State University. Currently in its third four-year 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, Student Group Meetings and quarterly Research Assembly Meetings
- Participate in the Faculty Mentoring component
- Opportunity to present research findings at local, regional and national conferences.

Student and Program Highlights
2005-2006 Grant Year

Inaugurated: October 1995
Funding Level: $240,043
Year 3 of 4

- 146 students served by Program since October 1, 1995
- 20 students currently in the program
- 25 past TRIO participants
- 11 current and past participants graduated during 05-06-grant year
- 115 students have graduated with a

(Continued on page 9)
Crishel Kline

Crishel Kline’s journey to the McNair Program was one that was long and tumultuous. She began college as a first generation student with absolutely no knowledge of what it took to get a degree. She did not understand the process of selecting classes, what credit hours meant, working with advisors or even what she would major in. A good friend of hers, who worked at Wichita State University, helped her with the application process and paid the application fee because she wanted to ensure that Crishel began her academic career.

As a high school dropout, the transition into college was difficult—Crishel had been out of school for seven years. She felt at that time she was blindly seeking a degree she knew nothing about, but she was keenly aware of the alternative, the low skill jobs that awaited her without an education. She decided to stick it out.

While in college, Crishel changed her major two years into her degree, yet she still felt lost after the change. She received a postcard in the mail describing the benefits offered by the Student Support Services program at WSU. She made an appointment and enrolled in the program. The SSS Program came at a time in Crishel’s life when she was second-guessing her abilities to complete her bachelor’s degree. She met regularly with her SSS advisor to discuss academic and personal issues as well as receive tutoring and financial support through program scholarships. It was during one of those meetings that her SSS advisor mentioned the McNair Scholars Program. To Crishel, it sounded like an interesting opportunity, but she was unsure of herself and her capabilities and did not apply. However with the faith and encouragement of her advisor, she completed an application and was accepted into the Program the fall of 2004.

While in the Program, Crishel felt a little intimitated about doing research, but once she learned to manage her time, she had no regrets and now has a passion for research. She feels that participating in McNair was one of the best decisions she has ever made. She learned new and useful skills, which increased her confidence. She traveled to visit different universities and discovered there were more opportunities beyond her bachelor’s degree and beyond WSU. For the first time ever, she envisioned herself doing the kind of work that interests her and not the kind of work she was forced to do in order to take care of herself and her daughter.

Crishel graduated with her bachelor’s degree in psychology in spring of 2006 and was accepted into the Human Health and Performance Program at Oklahoma State University where she began in the fall of 2006.

baccalaureate degree
•15 students currently enrolled in a graduate program
•42 students have graduated with a master’s degree
•6 students currently enrolled in a doctoral program
•8 students have graduated with doctoral level degrees
•135 students have been published in undergraduate journals
•90 students have presented research at local, regional, or national conferences

Faculty research mentor disciplines include:
•Psychology •Fine Arts •Biological Sciences •Chemistry •Electrical & Computer Engineering •School of Community Affairs •Criminal Justice •Health Professions •Sociology •Neurology •Psychiatry
Low income and potential first generation college students in Wichita and southeast Kansas have discovered that many of their questions about preparing for college can be answered by the TRIO Talent Search Program at Wichita State University (WSU). Commonly referred to as “Project Discovery,” the program is federally funded and assists middle school and high school students in USD 259, 286, 404, 445, 499, and 508. The targeted schools are located in the following Kansas cities: Baxter Springs, Coffeyville, Galena, Riverton, Sedan, and Wichita.

The purpose of the program is to prepare eligible students for postsecondary education and 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 middle school and high school students to remain in school while providing technical assistance to high school 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 needing tutoring, access to high-speed internet connected computers, or just a quiet place to do their homework. Parents are also welcomed to use the computers, look up college information in the resource library, or sort through career information as well on these evenings.

The Summer Enrichment Program (SEP) for 6th-8th graders includes daily instruction in math, computer technology, language arts, study skills, and reading. Field trips to area attractions, businesses, and city/county government buildings are a highlight of the SEP. Motivational speakers present on their occupations to further the students’ understanding of various jobs and careers. The “Awards Day” culminates the summer experience and recognizes students whose participation was exemplary.

The effectiveness of the Program is illustrated in the following statistics for the 2005-2006 year:

- 1,500 students were served in USD 259 and southeast Kansas school districts
- 99% of students were promoted to the next grade level in middle school and/or high school
- 99% of seniors graduated with their high school diploma or equivalent
- 92% of seniors received assistance in completing college admissions applications
- 94% of seniors received assistance in completing student financial aid applications for postsecondary education
- 86% of graduates were enrolled in postsecondary education by the Fall 2006 term.
Student Profile: Talent Search

Sylvia
Sylvia was born in Chicago, Illinois in 1983 but grew up in Wichita. The daughter of immigrant parents from Mexico, Sylvia graduated from Wichita High School West in 2002 and four years later, she received a Bachelor’s of Social Work degree. Along with her BSW, she also completed a minor in Spanish.

After high school, she attended Butler County Community College on a soccer scholarship before transferring to WSU in fall ‘04. While her story may sound typical, it hardly was since she is the first female in her family to complete high school let alone college. Her parents are extremely proud of her accomplishments and tell her that she is helping to open doors for future generations.

During her first two years of elementary school in Chicago Sylvia was placed in a bilingual classroom. Half of the day was taught in Spanish and the other half in English. Since both of her parents spoke Spanish, Sylvia learned most of her English language skills in public schools. She states that due to language barriers, her parents could only dream about getting an education and that she struggled with the language for many years. However, with “hard work, dedication, and determination,” and strong support from her parents, she persevered.

Later, while attending West High School, Sylvia got involved with the TRIO Talent Search/Project Discovery Program at Wichita State University.

Her Program Counselor, Stephanie Haynes, helped her develop postsecondary plans and then offered moral support throughout the process. Sylvia says that she always imagined herself as a social worker and helping those in her community. Her Talent Search Counselor helped her see many of the possibilities that she had long dreamed about.

After transferring from community college to WSU, she didn’t quite know what to expect even though while in high school, Talent Search arranged for a campus visit to WSU. Sylvia completed a practicum at Pleasant Valley Middle School through Communities in Schools and worked with 6th grade truants in an after school program that she helped develop. With these students, she tackled tough issues such as alcohol, tobacco, and other drug usage. As a result of the program, the students showed improvement in their attendance rates, self image, and learned that self empowerment could make a huge difference in their schooling. She mentioned that working with these students was very personal to her and that she was able to really grasp what she learned in the classroom at WSU and applied it in her work.

Currently, Sylvia is a first year graduate student in the Master’s of Social Work program at WSU.
The Upward Bound Math and Science Regional Center serves high school freshmen through seniors who have the potential for success and demonstrated talent in science, technology, engineering, and mathematics (STEM). Services and activities undertaken by the Center are designed to increase post secondary education matriculation, persistence, and the capacity for students to pursue majors in STEM. It is the hope of program staff that emphasis on such courses of study will lead to careers in these areas.

Fifty participants from Kansas, Iowa, Nebraska, and Missouri receive academic instruction, research opportunities, tutorial support, career counseling, computer instruction, mentoring, and leadership training. Students participate in a six-eight week summer residential program; bi-weekly activities during the academic year; and weekly tutorial sessions during the summer and academic year. The Center strives to improve leadership and study skills, provide academic and career advising, provide a high quality STEM—related curriculum, ensure cultural exposure, afford opportunities for personal development, and offer workshops and seminars that enhance academic and social growth.

An effective management plan provides for identifiable goals, measurable objectives, documentation of records and services, and successful outcomes, along with activities and timelines to keep staff abreast of changes and focused on fulfilling the Center's purpose. The following outlines a few significant outcomes related to the Center’s Mission.

2005-2006 Program Highlights

- The program recruited and served 62 eligible students from the target states of Kansas, Iowa, Nebraska, and Missouri. Fifty-two were present for the summer residential component, 10 were involved in the academic year only.
- 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.
- Sixty-five percent (65%) of UBMS participants from 2004-2005 continued their participation for the 2005–2006 program year. Additionally, seven 04-05 participants graduated, making them ineligible for continuation. Therefore, giving the program an overall retention rate of 77%.
- Seventy-seven percent (21/27 or 77%) of the graduating class of 2006 are currently pursuing post secondary study.
- Sixty-six percent (66%) of high school graduates from the class of 2000 have graduated from post secondary or are persisting in a post secondary institution.
Student Profile: Upward Bound Math Science

Hien

Hien is a third year participant of the Upward Bound Math Science Regional Center at Wichita State University. She is completing her senior year of high school at Wichita East High School and hopes to transition to post-secondary at The Art Institute of Chicago. While there she plans to combine her loves of art and math into a degree with emphasis in architectural design.

Hien is the only child of, Vy Nguyen, a Vietnamese immigrant, who has always stressed the importance of education and goal setting for her daughter. In her senior essay, Hien credits her mother for “being the supportive mother that she is, and making sure that I was exposed to a variety of different things.”

Hien’s family situation has given her a sense of determination and resiliency rarely seen in students today. She is determined to experience all that life has to offer her, with or without the money to do so. For example, her interest in sports led her to golf. Golf, by most measures, is an expensive sport to play. Hien tried out for her high school team and made it, even without the benefit of owning her own clubs. She borrowed clubs from school administrators to get her practice time and dared others to do the same. She refuses to be limited by any circumstance.

Hien’s school involvement goes far beyond the golf team. She is enrolled in a pre-college curriculum at one of the largest high schools in the Wichita district. She participates in several clubs and associations, including the Latin Dance Club and others. Community service is also a priority for Ms. Vu. She is active with UBMS activities and service projects, both in planning and implementation. And if school, community service, UBMS participation, and co-curricular activities were not enough, Hien also works for pay at a local restaurant.

Hien has earned a higher than average GPA and a ACT score most high school students would envy, which should gain her admittance to the college of her choice. In addition, her gracious attitude, willingness to work hard and love of all things fun will ultimately pave the way for her success!
The Blueprint for a Lifetime of Success

Upward Bound Wichita Prep

The Upward Bound Program mission seeks to provide an infrastructure that allows students to prepare for post-secondary education, complete secondary school, and acquire skills and abilities for educational success. Services and activities are designed to improve academic and personal needs. The program’s primary goal is to assist limited-income, first-generation and secondary school students with disabilities in developing their academic potential. Building on years of experience, the Program’s unique role resides in the opportunity to provide a summer residential experience on a college campus and a supportive academic year experience. Challenging students to perform to the best of their ability and realistically consider post-secondary degree attainment is important to the success of the Program. The Program affords students the opportunity to interact with a highly qualified and professional staff attuned to a student’s unique needs.

History
The Economic Opportunity Act was signed into law in August of 1964, and the concept of Upward Bound was developed simultaneously in the Office of Economic Opportunity. Eighteen Upward Bound pilot programs, enrolling 2,000 students, began in the summer of 1965. By the summer of 1968, there were 285 Upward Bound Projects with an enrollment of more than 25,000 students. During the 1980-81 fiscal year, there were 446 Upward Bound Programs across the nation.

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 Program, serves an average of sixty-five (75) students per year who need academic instruction, tutorial assistance, personal and academic counseling, post secondary assistance, cultural exposure, and career development. Upward Bound 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.

Profile
The Wichita Prep/Upward Bound Program is federally funded and hosted by 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, measurable objectives, activities and timetables keep staff aware of the Program's focus. The support of University, public schools, and
**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 2005-2006:**
- 276 students received program services
- 21% were on the Dean’s Honor Roll
- 12% received Academic Commendation
- 95% had cumulative GPA = to or > 2.0
- 45% had cumulative GPA = to or > 3.0
- 469 credit hours were supported through 1,541.70 hours of tutoring

**Program services** enabled students to be retained at WSU while sustaining them on federal financial assistance in the amount of $4,123,768.98.

- **105 students** were awarded Program-based scholarships.
- **13 tutors** earned College of Education credit through CESP 750E WSU course, certification from CRLA at Regular, Advanced and Master levels.
- **48 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 $396,444.00.

**Upward Bound Wichita Prep Continued**

community persons strengthen the Program’s efforts to assist low-income and potential first generation college students.

**2005-2006 Upward Bound Wichita Prep Major Accomplishments:**
- 76.12% students had a 2.50 GPA or above
- 98.8% of students either returned to the program in the fall of 2005 or graduated.
- 100% of all Bridge students graduated high school
- 76.48% of all Bridge students enrolled in a post-secondary institution.
**Yolanda**

Yolanda is a 30 year-old nontraditional, first generation student. She was motivated to return to school to lead a better life. Her mother taught her the importance of an education and the importance of always following her dreams.

While struggling in an English class, one of Yolanda’s classmates told her about Student Support Services. He encouraged her to enroll in the program to receive tutoring for her English class. Yolanda has participated in the program for six years. After enrolling in SSS, Yolanda’s GPA improved and her confidence strengthened. Her Advisor identified her as a possible tutor, and she tutored her SSS peers in Spanish for three years.

During her years in the SSS Program, Yolanda received three scholarships, SSS Lab assistance, textbooks from the Textbook Loan Library, tutoring, and academic advice as well as personal counseling.

When Yolanda spoke at the 27th Annual SSS Awards and Recognition banquet, she spoke of her struggles before finding the SSS Program, and how much the program helped her through her college career. “Talking with my different advisors helped me to make the right choices in choosing classes, and helped to keep me motivated to succeed.”

Yolanda’s advice to freshmen students: “Stay with the program. The services are helpful and you will receive advice on everything. It’s a good program.”

**Alejandro**

Alejandro is a senior at Wichita East High School. He has been an Upward Bound Wichita Prep student since May 2005.

Alejandro (or "Alex" as he is known by friends) says that "Education is important because with education you can do anything and NO ONE can take that away from you!" Because of his love for history and how history and culture define each person, Alejandro wants to become a teacher and share this love with his students. The Latino Club at East High remains another passion for Alejandro who encourages his peers to love their intersecting Latino and American heritages.

Alejandro is a student who strives to "continue in learning" as he is not only completing his senior year at East High, but he is enrolled in classes at Wichita State and has been since his junior year. When Alex is not studying, attending classes, helping out at home with his three siblings, working at his part-time job, he relaxes by the varied, but very melodic sounds of his Latino music. (He is also an excellent dancer as seen in the summer productions of UB!)

Alejandro has proven to be an outstanding and distinguished student. He is a student who has drive, determination, and excitement about his academics and extracurricular activities. Alejandro is set and focused on being the first person in his family to obtain a college degree. Alejandro has maintained a 3.50 or higher grade point average during his high school career. He is a leader, big brother, critical thinker and a role model. Currently Alejandro is interested in attending Wichita State University.

Alejandro is destined for success.
The Educational Opportunity Centers Program (EOC) helps primarily limited-income adults who would be the first in their families (first-generation) to attend college and secure the needed financial assistance for their educational options and careers. The 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
The Center is conveniently located a short distance from the main WSU campus in the Eugene M. Hughes Metropolitan Complex. An environment has been created to motivate, inspire and assist adult learners. Family friendly hours are sensitive to adult needs and include weekdays, evenings, and weekends. Center staff is assessable by phone, email, its 800 number, and the website.

Technology Resource Center
A Technology Resource Center offers participants information on financial aid, careers, and post secondary institutions in the form of books, videos, web access, computer software, and magazines. Also available are the following resources: job and resume, community, and GED/ABE, and vocational technical school information. Many resources are available for check-out.

Computer Assisted Labs (CAL)
EOC offers a series of technology-based learning sessions, designed to instruct participants on core academic competencies and areas of challenge to adult learners. Labs include a review of Program services, mini-lectures, and skills assessments. Certificates are issued to individuals completing the labs.

Advisory Board
The EOC Advisory Board is comprised of fifteen members representing campus/community and the geographical areas of Wichita, and Sedgwick and Butler Counties.

Date of First Grant:
September 1, 2002

Annual Number of Adult Learners Served:
1,000

FY06 Funding Level:
$204,000

Primary Program Services:
- College Application Assistance
- Financial Aid Application Assistance
- Career and Academic Guidance
- Assistance with GED completion
- Computer Technology Lab
- Referrals to campus and community agencies

FY06 Major Accomplishments
- Assisted 152/152 College Ready Adults to enter/re-enter/continue in college.
- Assisted 81/81 adults enter GED/HS Completion Programs.
- Assisted 1,404 walk-ins to the Center Office.
- Hosted the 2006 Annual Summer Institute for Adult Learners.
- Designated as a host site for High School Diploma On-line completion by Project Encore of Butler.
- Designated as a host site for GED On-line

(Continued on page 18)
Kimberly applied to the EOC Program (along with her husband, Benjamin) after hearing a community presentation by EOC Staff. Neither of her parents had attended college, therefore the college process was something Kimberly was not familiar with. Kimberly felt unsure of her academic abilities because she had not done much reading or math since she graduated from high school in the late 1980’s. The thought of entering college and pursuing a career after being a homemaker for so long brought her much anxiety—she did not think she could be a successful student as an adult.

As a program participant, Kimberly attended laboratory experiences in the EOC Technology Resource Center. There she gained skills in educational technology that prepared her for her college coursework and gave her access to an email account. Kimberly, with the assistance of her assigned Program Specialist, completed a college admissions application, submitted the FAFSA online, and performed internet searches on her careers. Additionally, she used skills she received through EOC’s Financial Aid Workshops to write personal statements and create an activity chart – both necessary to qualify for a Returning Adult Scholarship. Kimberly claims that activities she engaged in during the facilitated computer assisted labs offered the first “real school work she has done in a long time”. Kimberly stated that she was appreciative of the practice and assistance she gained in learning to write her essays and in creating a resume.

Kimberly entered Cowley County Community College in the Spring 2006 and now is working towards her dream of becoming a nurse. Her goal is to transfer to WSU in Fall 2007 and earn a Bachelor of Science in Nursing. Kimberly passed her spring and summer classes with A’s and B’s. She states that she does not believe she could have made it through the semester if it was not for the academic and strong motivational support she has received from the EOC Program. Kimberly states: “I did not believe that I could be a successful returning adult….but now I know can be”. Kimberly’s husband, Benjamin (an EOC Program Participant), also successfully entered Cowley County College the same completion by the Wichita Area Technical College/Division of Adult Education and added to their brochure.

● Provided free books to participants under the Today a Reader, Tomorrow a Ladder Program.
● Provided calculators for GED hopefuls via the Calculator Loan Program.
● Participated as a member of the planning and hosting of the Disability Education Fair 2006.
● Highlighted in the Housing and Urban Development Family Self Sufficiency Promotional Video.
● Pathways and Connections Newsletter published and distributed bi-monthly.
● Accepted an ‘Adult Education Week’ Proclamation from both the City of Wichita and Sedgwick County.
● 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 26th Annual Cultural Spring Fling at WSU.
● Participated in the McConnell AFB Career/Education Fair for Veterans.
● Added to the United Way 2-1-1 of Kansas Service Provider List.
Kansas Kids @ GEAR UP (KK@GU) has completed its fourth year of funding. Throughout the 2005-2006 grant year, all six regions (Pittsburg, Kansas City, Topeka, Dodge City, Wichita and Emporia) provided support services to students in all parts of the state. The six regional offices are complemented by seven satellite offices (Chanute, Salina, Great Bend, Pratt, Garden City, El Dorado, and Hutchinson), and staffed by 34 full time personnel, 54 tutors and four student assistants. With the help of partners, GEAR UP has begun its fifth year of making a positive impact on the goals and educational aspirations of foster care and limited income children.

Kansas Kids @ GEAR UP is a State partnership grant whose priority population is foster care students. The grant writer, in investigating needs of foster children and reviewing established data, discovered that nearly 40% of foster children do not graduate from high school. Therefore, the immediate goal of KK@GU is to assist the target population in reaching high school graduation, followed immediately by assisting them to prepare for post secondary education. Other goals include:

a) To support students academically, one of the major components of this grant is after school programming, which consists primarily of tutoring services. These services are provided in schools, community settings, and at residential sites for students in foster care. Some schools have requested and are receiving tutoring services during regular hours.

b) College tours, career exploration, life skills and study skills workshops are offered during evening and weekend programming.

c) Family nights are offered to educate families about requirements for post secondary education programs. Regional newsletters are produced and mailed to all enrolled KK@GU families. The newsletter features important information regarding preparedness for post secondary education, financial aid, scholarship opportunities, as well as topics related to choosing a career, and benefits of post secondary education.

d) All of the aforementioned activities are conducted with the goal of improving high school graduation rates and college entrance rates. This past grant year was the third year that scholarship funding was awarded. Scholarships are used as an incentive to improve academic performance, high school graduation rates, and efforts towards setting career goals.

Each region of KK@GU is unique in its methods of offering programming and the specific services offered in that area of the state. For example, Region 5 (Wichita) had great success sponsoring the National Youth Sports Program (NYSP) this summer at WSU. NYSP provided student learning opportunities in unison with athletic activities. NYSP included study skill workshops, instruction in health and wellness topics, diversity training as well as physical education and tactile learning. The
### Student Profile: GEAR UP

**Ellen***

Ellen is in the 8th grade at a local middle school. This is her first year in the KK@GU program. She is a minority female from a limited resource family. In addition, Ellen struggles with behavioral issues such as anger management and extreme outbursts during class. KK@GU Program staff immediately recognized that Ellen had difficulty submitting math assignments on time or not at all. Staff discussed the issue with Ellen and she replied that her teacher never gave her an adequate amount of time to complete assignments. However, as time passed and the student opened up, staff discovered that Ellen simply did not comprehend the math material being taught to her and was afraid to ask questions during class for fear that one of her classmates would make fun of her. Ellen receives in-school tutoring 2-3 times a week on an individual basis with KK@GU staff. She has started actually doing her homework and turning it in on time. Staff has noticed that her math progress is slowly improving. In regards to behavioral issues, KK@GU staff discovered that Ellen is somewhat of a loner and tends to be picked on by her peers on a daily basis. The KK@GU Program Tutor frequently takes the time to discuss actions and consequences with Ellen on a weekly basis. In comparison to the beginning of this semester, Ellen has gotten into less fights, minimized detentions, limited her use of curse words, has started to show more positive emotions (frequently hugs the tutor when she gets an answer correct), and has an overall improved self-image.

*Name changed for confidentiality

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**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**

majority of NYSP participants were from low income families in the Wichita area. Students evaluated the program and provided testimonials to the benefits of the participation. These benefits included improved self-esteem and an improved attitude towards school.

Other regions have reported that current programming such as tutoring services (which in some cases has enlisted parental involvement), college tours, cultural activities and personal contact with students have thus far had a great impact on students. Regional coordinators and staff agree that many of the activities are new experiences for KK@GU students and this is assisting to change “mind sets” and attitudes regarding school and individual potential.

Since the inception of this grant, the accomplishments have been major. Outstanding accomplishments include the development of strong partner relationships in each region, program planning throughout the calendar year for each region, staff embracing their role in identifying and documenting in-kind contributions, and the recruitment and enrollment of 2500 students. Major accomplishments of the fourth grant year included educating partners about benefits for students enrolled in KK@GU, setting the primary focus on foster care children, conducting an extremely successful statewide conference for all GEAR UP programs and partners in the state and continuing to hire staff for all six regions. These accomplishments required much effort on the part of all staff members.

**Additional information**

Kansas Kids @ GEAR UP, in developing this statewide grant, has experienced numerous successes in a very short period of time: Partnerships with privatized foster care agencies, partnerships with local school districts, recruitment and enrollment of 2500 students, positive community visibility for KK@GU, program offerings in all six regions, engaging Regents Universities and community colleges in the goals of the project, a committed advisory board, student testimonials, disbursement of the third year of scholarships, publication of bi-monthly newsletters, a web site continuously updated, and overall enthusiasm of all those involved about the potential for students served by Kansas Kids @ GEAR UP!
Most Effective Strategies for Evaluating TRIO Programs

Dr. Alan D’souza,  
Policy Analyst Director,  
Office of the AVP for Campus Life

Introduction: Beginning with the grant funding for 2007, the U.S. Department of Education has proposed a new national evaluation of randomly selected Classic Upward Bound Programs. Program evaluation, especially evaluation outcomes, are increasingly becoming a tool for decision-making and policy formulation. In a way, program evaluation has moved past being the elemental aspects of a program to becoming integral and systemic to the program itself.

TRIO Programs are complex in their organization, implementation and assessment, since they serve a wide range of participants across the nation. Strategies to evaluate their impact should consider and accommodate these aspects of diversity, the problems of accurately measuring effect of interventions (which are not necessarily time-bound) and yet use scientifically proven techniques.

The following strategies could be useful for systematic evaluation of TRIO programs.

1. Using a Research Design: Program evaluation is a systematic study and analysis of programmatic impact assessed with a frame of reference (usually called benchmarks). Evaluation is an applied field of research, and all conditions of “effective” research can be extrapolated to program evaluation. While thinking about evaluation, it won’t be a bad idea to take the graduate level research methods book off the shelf and re-acquaint ourselves with research design and implementation, hypothesis formulation and operationalization, data gathering and data analysis, and some basic statistical and other qualitative applications in research.

In certain cases, if the TRIO Programs are housed in a higher educational institution, it would be an excellent strategy to audit courses in research methods, and use campus resources in terms of faculty and trained researchers as consultants for conducting evaluation research. Choosing a research design and conducting program evaluation as if it were a research project may help in conducting a rigorous and data-driven evaluation which is both valid and reliable.

2. The Logic Model Approach: One strategy that is gaining reputation and success in program evaluation is the logic model approach. In a recent study, Renger (2006) analyzed how the Program Assessment Rating Tool (PART) found the Bureau of Health Professions (BHPr) as ineffective. According to Renger, part of the reason why the program was found ineffective — not having a rigorous and systematic logic model formulation before implementing the program.

The Kellogg foundation has published and made available on-line, two excellent resources: a Logic Model Development Guide and an Evaluation Handbook. These are helpful in understanding both the process of logic model formulation as well as the use of logic models in evaluation. A formulation of an effective logic model has its use not only in evaluation, but also in conceptualizing and implementing an effective program.

3. Using Existing Data Resources: Administrative issues such as Human Subjects Clearance and having a clientele who are not adults (Upward Bound and Talent Search Programs) can create challenges in gathering data from participants for a rigorous evaluation research. However, in modern times, several secondary data resources are available for the researchers online and through electronic transfer and sharing between agencies and institutions such as the National Clearinghouse and State Board of Education Databases. In most cases, public schools make available their

(Continued on page 22)
building report cards online. In the absence of comparative groups, these sources of data can be used for certain evaluation manipulations such as one-way *t*-tests and ANOVA to assess programmatic impact. Most educational institutions have campus resources or offices that assist campus personnel in contacting and/or using these secondary sources of data.

4. Pilot Studies: In most cases, TRIO administrators neither have the time nor the resources to conduct a comprehensive evaluation study of their programs. One strategy to approach it would be to start a series of pilot studies within the program. For instance, if the main components of a TRIO program are tutoring, academic counseling, and financial aid counseling, three pilot studies of each of the components could be conducted to assess the impact of each of the components separately. Such pilot studies could be used more for formative evaluation. However, a series of pilot studies increase the comfort-level and confidence of the staff and clientele in participating in a more comprehensive evaluation when planned and implemented.

5. Meta Evaluation: Simply stated, meta-evaluation as enunciated by Dr. Michael Scriven (1969), is the evaluation of an evaluation. It is always a good strategy to assess the evaluation process itself to find out if the right evaluation models were used, the validity of data sources, the instruments and analyses used, and how the evaluation results were presented and impact programmatic improvements. This will prevent a repetition of ineffective evaluation methods and thereby prevent erroneous findings. Meta-evaluation could be conducted by peers such as directors or evaluators across programs, and professional TRIO organizations, or forums for such initiatives.

Conclusion: In the Shakespearean play *Hamlet*, Polonius, while advising his son on how to succeed in a complex foreign place offers the dictum: “This above all: to thine own self be true.” For most TRIO practitioners who function in a complex world of funding agency do’s and don’ts, shifting policy decisions, and a clientele belonging to the most exigent socio-economic groups, evaluation could be loaded with several stated and hidden agendas. However, programmatic success is just one of the reasons for evaluation as stated by Royse et. al. (2006), the other three being competition for scarce funds, programmatic improvement, and finally, accountability. By being truthful and accountable to oneself, TRIO programs can show the way to establish a culture of evaluation, not as a necessary evil, but as genuine commitment to the mission of serving low-income, first-generation students.

References:


Middle School Program
Session Overview and Presenters:

As individuals we are often confused about who we are, the way we think or act. The purpose of these two sessions is to help students discover **Who AM I**? How Boys and Girls Learn Differently will show students just how differently boys and girls think, act and even learn. True Colors will help students learn who they are. It will help them see things they like to do and help them discover new things about themselves.

Ray Farag (EdD) is an experienced presenter with an extensive background in education and business. As a former middle and high school teacher and administrator Ray became a Fulbright Fellow and studied abroad. Ray has also spent twelve years as the national director of training and staff development for an educational Software Company. In this capacity, Dr. Farag has expanded his opportunity to pursue his passion working with teachers. Ray has developed and led workshops and in-service opportunities in a number of areas including:

- School Discipline Techniques for the Professional
- Successfully Discipline Techniques for Parents
- Reducing Stress for Teachers and Administrators
- Using Student Data Bases to Meet NCLB
- Technology for Classroom Use
- Technology Leadership for School Leaders

After working with Michael Gurian and Kathy Stevens and the Gurian Institute, Dr. Farag has added additional presentations including:

- Time to Get It Right Instead of Getting Even- Narrowing the New Gender Gap
- Dealing With Boys In Schools
- How Boys and Girls Learn Differently – Techniques for Teaching with the Michael Gurian’s Research
- The ‘New Diversity’ within your Classroom
- He Said - She Said Learning the Communication Secrets of Men and Women

In this later role, Ray has become very aware of the “New Gender Gap” that threatens both the American Education system and America’s role as a leader in the world’s economy.

Ray has been married for 33 years. His wife Sue is presently the Elementary Director of Curriculum and Staff Development for the Wichita, KS school district. They have three children. Mike is a sales director for Sprint, Michelle is a third grade teacher and Matt is a college student.

LaWanda Holt-Fields is the program director for the Ronald E. McNair Postbaccalaureate Achievement Program. She received her BA from the Elliott School of Communications at Wichita State University in 1991 and obtained her MEd in 1999 from the Administration, Counseling, Educational and School Psychology Program at WSU.

Wichita State University was awarded the McNair Scholars Program on October 1, 1995, and LaWanda began as the Program Counselor at its inception and remained in that position for six years until her promotion to Director in 2001. The Program has continued to work to provide ser-
Talent Search Track

Talent Search Track is a track designed for students that foster their success in completing their undergraduate degrees and rising to the next level of graduate education and the pursuit of doctoral study. Prior to her tenure with McNair, she had the privilege of recruiting students for the university. Because of this time, she has a great respect for what it means to find qualified students with great potential for success. Working with the McNair Scholars Program offers similar challenges to that of university recruitment. Despite these challenges, her fondness for the McNair Scholars Program grows more with each passing year as she watches and actively participates in the matriculation of the students that are served. She believes that students who are first generation, limited income and from an under-represented populations need that extra push and encouragement to help them realize their full potential and ability. It is with great pride that she holds this position as Director of the McNair Scholars Program.

High School Program

Session Overview and Presenters

“Life after High School”

This session will offer information on life after high school. Some people know from an early age exactly what they want to be and how they plan to get there. Not all of us are so sure of our plans. This session will offer an opportunity for participants to learn from a panel of professionals who are experts in their field.

Andy Mcfayden was born in Rockingham, North Carolina on July 4, 1979. Andy graduated from Derby High school in 1997. From high school he attended Cowley County Community College from 1997 to 1999 and graduated with an Associates of Arts in Business Administration. From 1999 to 2001 Andy attended Wichita State University where he earned a Bachelor’s Degree in Arts in Business Administration. Andy is currently working for Cowley County Community College as an Admission Coordinator/ Financial Aid Specialist. His responsibilities are high school recruitment, returning adult recruitment, international student enrollment and admissions, new student admission and enrollment, new student orientation, as well as campus visits. Andy has a special interest in hanging out with friends, shopping, music, and movies.

Keith Talbert was born in Independence, Kansas. Keith attended Independence Community College on a scholarship in computer/web design and received an Associate of Science in Business Administration. After graduation, Keith transferred to Wichita State University and obtained a degree in Business Administration in Marketing. Keith is currently working for Wichita State University as an Admissions Representative. His responsibilities are to ensure that potential students see the many opportunities Wichita State has to offer. Keith has a special interest in being with friends and family and traveling.

Loretta Jackson was born in Gilmer, Texas in 1955. She moved to Wichita, KS and has resided here for 47 years. Before working in the Office of Financial Aid at Wichita State University, Loretta worked at Boeing before being laid off from the company. She knew she had to obtain a degree in
order to excel in life, so she enrolled at WSU. In 2005, Loretta received a Bachelor of Arts in Business Administration with an emphasize in Finance. She currently works as a Financial Aid Counselor at WSU for the Office of Financial Aid. In her position, Loretta assists in the evaluation of federal aid and the awarding of funds; evaluates professional judgments and budget adjustments; oversees Immigration and Naturalization service certifications, and communicates with students in the Physician Assistant and Physical Therapy programs, and Veteran students. Aside from dedicating and committing to her job, she enjoys singing in the gospel choir at her church. Loretta Jackson is one of many staff at WSU who wants to see students succeed.

Middle School Program
Session Overview and Presenters

Ann Curl serves Kansas Kids @ GEAR UP as a Program Counselor in Newton at United Methodist Youthville. She has a B.A. in Psychology from Binghamton University, and a Masters in Clinical Psychology from Emporia State University. Curl has been a licensed Master's Level Psychologist (LMLP) since 1998, as well as a Licensed Clinical Psychotherapist (LCP) since 2005. She is honored to have worked with Kansas children and their families since 1992, in community, correctional, and educational settings.

Donisha Ross has recently joined Kansas Kids @ GEAR UP as a Program Counselor for Region 5 in Wichita. She has a Bachelors of Arts degree in Human Development and Family Life, with an emphasis in Juvenile Justice, from the University of Kansas. She enjoys working with children because she has the opportunity to teach them ideas as well as learn from them.

Rachel Masters joined the Kansas Kids @ GEAR UP team as an Academic Instructor. She graduated from the University of Chicago in 2002 with a degree in American History and is certified in teaching standardized test preparation. Masters recently relocated to Wichita after working with Tutoring and Prep Agencies on the East Coast. Her passion is helping people of all ages.

Dr. Emiel Hamberlin, is a 2001 inductee into the National Teachers Hall of Fame. Dr. Hamberlin received a Bachelor of Arts from Alcorn State University, a Masters in Vocational Education from the University of Illinois and a doctorate degree in Horticulture from the University of Illinois-Champaign. With 40 years of classroom teaching experience, he has accrued a plethora of honors and award for teaching excellence including the Golden Apple Foundation Academy Fellowship, the Kohl Family Foundation International Educator, Who's Who Among Black American Educators, the State of Illinois Master Teacher Award, Outstanding Secondary Educator of America and the city of Chicago Teacher of the Year. His stimulating classroom became a laboratory for every student who passed through his doors. Students in the Chicago public schools affectionately refer to him as "Doc" Hamberlin.