



Fact Sheet

50th Anniversary of the Federal TRIO Programs

Celebrating 50 Years of Providing Hope and Opportunity for Success

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I. History of the Federal TRIO Programs

The **Upward Bound (UB)** Program, the first Federal TRIO Program, was created under the authority of the *Economic Opportunity Act of 1964*, as amended. A year later, **Talent Search (TS)** was created as part of the *Higher Education Act of 1965* to assist students applying for newly authorized federal financial aid for postsecondary education. The TRIO name itself was born four years later when the *Higher Education Act of 1965* was amended in 1968 to include the Special Services for Disadvantaged Students program—what is now called **Student Support Services (SSS)**. UB, TS and SSS formed a trio of Federal programs designed to foster increased educational opportunity and attainment.

Since 1968, the TRIO programs have been expanded to provide a wider range of services. Today, nine TRIO programs are included under the TRIO umbrella, seven of which provide direct services to students. The 1972 amendments to the *Higher Education Act* created **Educational Opportunity Centers (EOCs)** to help adults select a postsecondary education program and obtain financial aid. **Veterans Upward Bound (VUB)** was also initiated in the 1972 as part of the Upward Bound program to serve returning Vietnam veterans. Amendments in 1986 added the **Ronald E. McNair Postbaccalaureate Achievement Program (McNair)** to foster doctoral degree attainment by students from underrepresented segments of society. In 1990, the **Upward Bound Math and Science (UBMS)** program was initiated as part of the Upward Bound program to address the need for specific instruction in the fields of mathematics and science. TRIO also includes a training program for project directors and other staff of TRIO projects (**Training Program for Federal TRIO Programs**, which was authorized in 1976). The TRIO programs are administered by the Student Service area of the Department's Office of Postsecondary Education.

II. Descriptions of the Programs

Direct Service Programs

The Educational Opportunity Centers (EOC) program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.

Program services include:

- Education or counseling services designed to improve the financial and economic literacy of students;
- Public information campaigns designed to inform the community about opportunities for postsecondary education and training;
- Academic advice and assistance in course selection;
- Assistance in preparing for college entrance examinations;
- Individualize personal, career, and academic counseling;
- Guidance on secondary school reentry or entry to a General Educational Development (GED) program or other alternative education program for secondary school dropouts;
- Tutorial services
- Career workshops and counseling;
- Mentoring programs involving elementary or secondary school teachers, faculty members at institutions of higher education, students, or any combination of these persons; and
- Programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students.

The Ronald E. McNair Postbaccalaureate Achievement (McNair) program awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress through to their successful completion of advanced degrees. The goal of McNair is to increase the attainment of doctoral degrees by students from underrepresented segments of society.

All McNair projects must provide the following activities:

- Opportunities for research or other scholarly activities;
- Summer internships;
- Seminars and other educational activities designed to prepare students for doctoral study;
- Tutoring;
- Academic counseling; and
- Activities designed to assist students participating in the project in securing admission to and financial assistance for enrollment in graduate programs.

A McNair project may also provide the following activities:

- Education or counseling services designed to improve financial and economic literacy of students;
- Mentoring programs involving faculty members at institutions of higher education or students, or any combination of such persons; and
- Exposure to cultural events and academic programs not usually available to disadvantaged students.

The Student Support Services (SSS) program provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward the successful completion of their postsecondary education. The SSS program may also provide grants aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants and to help students make the transition from one level of higher education to the next.

All SSS projects must provide the following services:

- Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- Advice and assistance in postsecondary course selection;
- Information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships;
- Assistance in completing financial aid applications;
- Education or counseling services designed to improve the student's financial and economic literacy;
- For students enrolled in two-year institutions, assistance in applying for admission to graduate and professional programs; and
- For students enrolled in two-year institutions, assistance in applying for admission to, and obtaining financial assistance for enrollment in four-year programs.

A SSS project may also provide the following services:

- Individualized counseling for personal, career, and academic information, activities, and instruction designed to acquaint students with career options;
- Exposure to cultural events and academic programs not usually available;
- Mentoring programs,
- Securing temporary housing during breaks for students who are homeless youths and students who are in foster care or are aging out of the foster care system.

Participant Eligibility for Grant Aid

To receive SSS program grant aid, students must be current participants in the SSS project and must be in their first two years of postsecondary education and receiving Federal Pell Grants. Grant aid may be offered to students who have completed their first two years of postsecondary education and are receiving Federal Pell Grants if the institution demonstrates that these students are at high risk of dropping out and the institution has met the needs of all eligible first- and second-year students.

Use of Program Funds for Grant Aid and Matching Requirements

Beginning with the 2001–02 program year, a SSS project may use up to 20 percent of its federal SSS program funds for grant aid. The amount of grant aid awarded to a SSS student may not exceed the maximum appropriated Pell Grant (\$5,645 for the 2013–14 academic year) or be less than the minimum appropriated Pell Grant (\$582).

Generally, an institution that operates an SSS project and uses any portion of its federal SSS grant for student grant aid must provide 33 percent of the total funds it uses for grant aid in cash from nonfederal sources. However, institutions eligible to receive funds under Title III, Part A or B, or Title V of the *Higher Education Act*, as amended, are not required to provide such matching funds.

The Talent Search (TS) program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

All TS projects must provide the following services:

- Connections to tutorial services;
- Assistance in secondary school course selection and postsecondary course selection;
- Assistance in preparing for college entrance examinations;
- Assistance in completing college admission applications;
- Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
- Assistance in completing financial aid applications;
- Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts, entry into general educational development programs, or postsecondary education; and
- Education or counseling services designed to improve the financial and economic literacy of students or the students' parents.

A TS project may also provide the following services:

- Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- Personal counseling;
- Career counseling.

The Upward Bound (UB) program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a four-year degree. The goal of Upward Bound is to increase the rate at which participants complete a secondary education as well as enroll in and graduate from institutions of postsecondary education.

All UB projects must provide the following services:

- Instruction in mathematics, laboratory science, foreign language, composition, and literature;
- Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- Assistance in secondary school course selection and postsecondary course selection;
- Assistance in preparing for college entrance examinations;
- Assistance in completing college admission applications;
- Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
- Assistance in completing financial aid applications;

- Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts that lead to receipt of a regular secondary school diploma, entry into general educational development programs, or postsecondary education; and
- Education or counseling services designed to improve the financial and economic literacy of students or the students' parents.

A UB project may also provide the following services:

- Exposure to cultural events and academic programs not usually available to disadvantaged youth;
- Information and activities designed to acquaint youth with the range of career options available to them;
- On-campus residential programs;
- Mentoring programs;
- Work-study positions to expose participants to careers requiring a postsecondary degree; and
- Programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system or other disconnected students.

The Upward Bound Math and Science (UBMS) program was initiated in the 1990s as part of the Upward Bound program. The UBMS program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and to encourage them to pursue postsecondary degrees in math and science.

All UBMS projects must provide the following services:

- Instruction in mathematics, laboratory science, foreign language, composition, and literature;
- Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- Assistance in secondary school course selection and postsecondary course selection;
- Assistance in preparing for college entrance examinations;
- Assistance in completing college admission applications;
- Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
- Assistance in completing financial aid applications;
- Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts that lead to receipt of a regular secondary school diploma, entry into general educational development programs, or postsecondary education;

- Education or counseling services designed to improve the financial and economic literacy of students or the students' parents;
- Intensive instruction in mathematics and science, including hand-on experience in laboratories, in computer facilities, and at field sites;
- Exposure to university faculty who do research in mathematics and science;
- Opportunity for participants to conduct research under the guidance of a faculty member or graduate students serving as the participant's mentor; and
- A summer instructional component that is designed to simulate a college-going experience and includes daily coursework and other activities.

A UBMS project may also provide the following services:

- Exposure to cultural events and academic programs not usually available to disadvantaged youth;
- Information and activities designed to acquaint youth with the range of career options available to them;
- On-campus residential programs;
- Mentoring programs;
- Work-study positions to expose participants to careers requiring a postsecondary degree;
- A summer bridge component consisting of math and science related coursework; and
- Programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system or other disconnected students.

The Veterans Upward Bound (VUB) program was initiated in the 1970s as part of the Upward Bound program, with the special mission of helping U.S. military veterans make the transition to postsecondary education. The VUB program is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs.

Program services include:

- Instruction in mathematics, laboratory science, foreign language, composition, and literature;
- Intensive basic skills development in academic subjects required for the successful completion of a high school equivalency program and for admission to postsecondary programs;
- Short-term remedial or refresher courses for veterans who have graduated from high school but delayed pursuing postsecondary education;

- Special services, including mathematics and science preparation, to enable veterans to make the transition to postsecondary education;
- Assistance in securing support services from other available resources such as the U.S. Department of Veterans Affairs, state veterans agencies, and other associations or agencies that serve veterans;
- Assistance in postsecondary course selection;
- Assistance in preparing for college entrance examinations;
- Assistance in completing college admission applications;
- Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
- Assistance in completing financial aid applications;
- Guidance and assistance in alternative education programs, entry into general educational development programs or postsecondary education; and
- Education or counseling services designed to improve the financial and economic literacy of students.

Program for TRIO project directors and staff

Training Program for Federal TRIO Programs (Training)

The Training Program for Federal TRIO Programs (Training Program) provides funding to enhance the skills and expertise of project directors and staff members employed in the Federal TRIO Programs. Training projects may include conferences, seminars, internships, workshops or publication of manuals. Each year, one or more Training Program projects must provide training for new project directors and must cover the following topics which are absolute priorities under any competition:

- The legislation and regulatory requirements for operating projects funded under the Federal TRIO Programs.
- Assisting students to receive adequate financial aid from programs assisted under title IV of the Act and from other programs.
- The design of operation of model programs for projects funded under the Federal TRIO Programs.
- The use of appropriate educational technology in the operations of projects funded under the Federal TRIO Programs.
- Strategies for recruiting and serving hard-to-reach populations, including students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students who are individuals with disabilities, students who are homeless children and youths, students who are foster care youth, or other disconnected students.

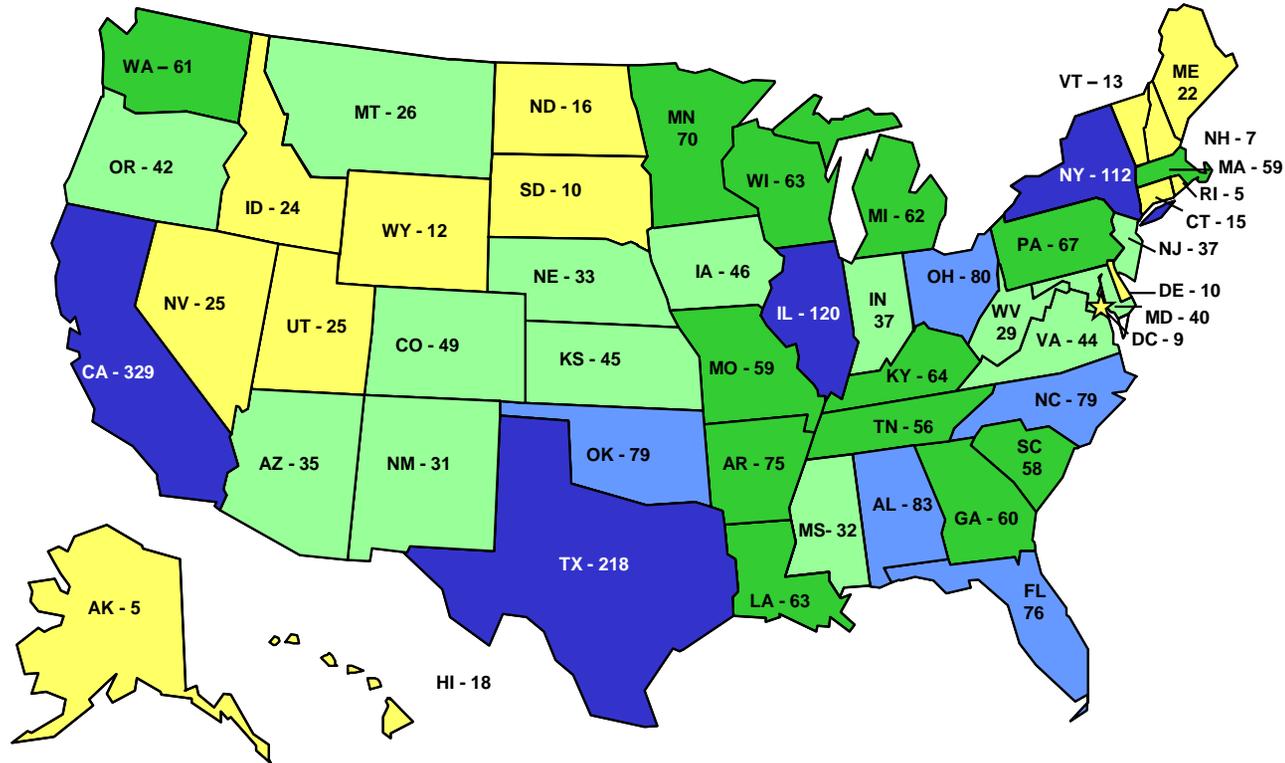
III. By the Numbers: TRIO Fiscal Year 2013 Funding and Geographic Distribution

Fiscal Year 2013 Student Service Award Summary		
Program	Total Number and Amount of All Awards Made in FY 2013	Number of Participants Served
Upward Bound	816 total awards \$249,857,649	59,143
Upward Bound Math and Science	162 total awards \$40,519,232	9,687
Veterans Upward Bound	50 total awards \$13,036,887	6,404
Ronald E. McNair Postbaccalaureate Achievement	152 total awards \$34,060,382	4,191
Educational Opportunity Centers	126 total awards \$44,063,593	181,581
Student Support Services	1,027 total awards \$274,739,441 ¹	197,663
Talent Search	452 total awards \$128,116,544	299,683
TRIO Training	6 total awards \$1,326,776	n/a
TOTAL	2,791 total awards \$785,720,504	758,352

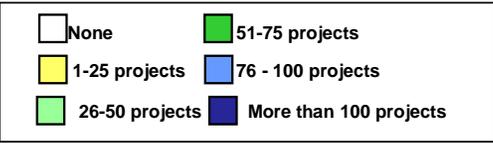
¹ Does not include \$6,966,280 in forward-funding to 25 SSS grantees, which will be used to fund program activities in FY 2014.

2013-14 Open TRIO Projects

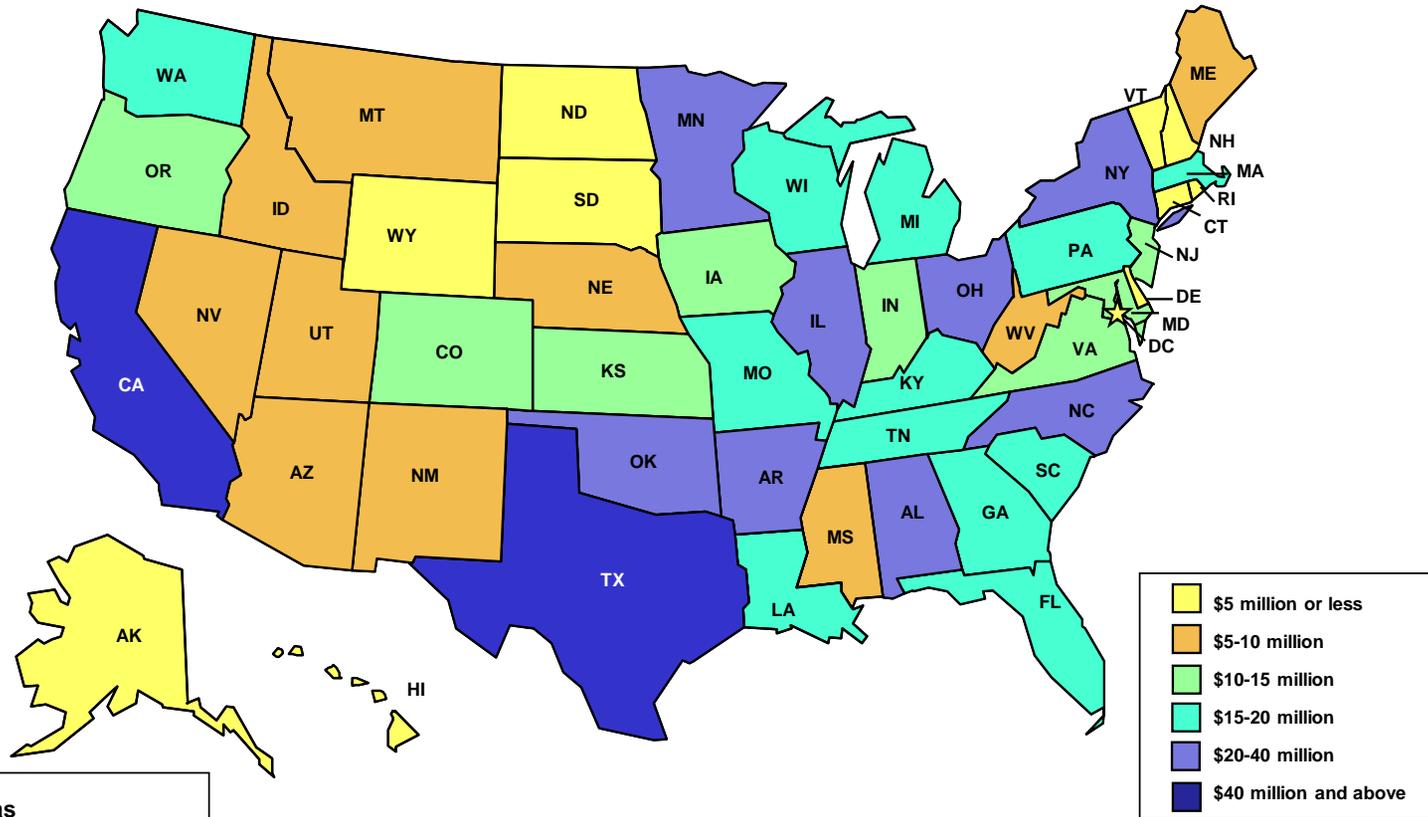
2,791 Projects Serving a Total of 758,352 Students



Insular Areas
 Puerto Rico - 46 Guam - 4
 Micronesia - 3 Am. Samoa - 1
 Palau - 2



2013-14 TRIO funding:
\$785,720,504
funding 2,791 Projects
Serving a Total of 758,352 Students



Insular Areas
 American Samoa, Guam, Federated States of Micronesia, Republic of Palau..... Less than \$5 million

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IV. TRIO Alumni Stories

In celebration of the 50th Anniversary of the Federal TRIO Programs, Student Service posted a request on the Department of Education Web site asking TRIO alumni to “Be a Part of the Story,” submitting information on how TRIO has affected their lives. To date, we have received almost 200 responses. We are honored to share just a few of the stories we received.

The Drexel University Upward Bound Program provided exposure and visibility to a higher quality of life centered around academics and scholarship. Not only did I have the opportunity to see and live life differently, I was able to quench a thirst for the attainment of knowledge -- one I never knew I had. I still remember June 1979, during the summer orientation. I sat there with my mother not knowing what to expect. The Upward Director, Mr. Michael B. Hill, welcomed the parents and students. Following the welcoming, he closed with 6 words that galvanized me. He simply stated, “Conceive it, believe it, and achieve it!” **Otis Wilson, Office of the Deputy Secretary, U.S. Department of Education, Excellence In Government Senior Fellow 2011**

My oldest brother and I entered the Upward Bound Program at St. Francis College. Our positive experiences and the commitment of our parents led to seven members of the Mickens Family from Johnstown (Conemaugh), PA attending the program. Fast forward more than thirty years later, we are two lawyers, one college president, two social service administrators, one for-profit administrator, and one entrepreneur. **Charlene Mickens Dukes, President, Prince George's Community College, Largo, Maryland**

I would have never attended college if it wasn't for help and support from TRIO (SSS) and more importantly the faculty. I was provided with a lot of academic and counseling support to help me meet my goals. My counselor Christopher Weiss was always there for me; even now, when I'm attending graduate school, he still finds time to meet with me and is very helpful. I'm proud to be a part of TRIO and thankful for all the opportunity and help I have received. **Piotr B. Madej, B.S. Mechanical Engineering, Syracuse University Class of 2013. M.S. Engineering Management, Syracuse University Class of 2015. Founder and President of Polish Cultural Club at SU. Polish Federal Credit Union Scholarship Recipient.**

Texas State (formerly Southwest Texas State University) in San Marcos was one of the four pilot Upward Bound programs initially funded in the state of Texas, and I was fortunate to have been selected as an Upward Bound participant in the first cohort. When I became the Director of Upward Bound in 1977, I was one of the very few women in the nation to hold that position. May 2014 marks 43 years of continuous full-time service to Upward Bound. **Jacqueline O. Dansby, Ph.D., Executive Director, Upward Bound Pre-College Program, St. Mary's University, San Antonio, TX**

My name is **Kadyn Velez**. I was an undergraduate participant in the Ronald E. McNair Scholars Program at SUNY College at Buffalo, from 2006-2008. Currently, I am a sixth year, **tenured teacher of students with special needs in New York City's Department of Education** and was just rated as a highly effective teacher for the 2013-2014 school year, in the city's first year of Danielson's Framework for teacher observation! Being Latina and coming from an impoverished background, I don't think I would've had the opportunities and achievements I've had if it weren't for the McNair Scholars Program. It was through my McNair research project that I discovered my interest in working with students with special needs, thus shifting my career focus and setting me on the career path that I am currently on. Thank you TRIO Programs!

I participated in the Tarleton State University Upward Bound program from 1993 - 1996. I earned my BA and MA in English from Tarleton State University in 2001 and 2003. I earned my Ph.D. in Rhetoric from Texas Woman's University in 2009. As a first-generation college student growing up in a mobile home in rural, central Texas, I know that a college education is a privilege that many cannot afford. Fortunately, I was referred to and accepted into the Tarleton State University Upward Bound program in the fall of 1993—a place that became an academic haven. **Dr. Rochelle Gregory, English Instructor and Honors Program Coordinator, North Central Texas College**

I come from a family of five that includes my younger brother, my grandmother, my Mexican immigrant father, and my Mexican-born Chinese immigrant mother. My SSS peer mentor was directly responsible for helping me stay in school after my freshman year. I felt out of place, unaccepted, and inferior to other students. Having a mentor that hailed from a similar background to my own did so much for me. She provided personal support and helped expose me to that feeling of validation. My mentor influenced me to become a mentor and I joined the student staff two years later. I chose to pursue counseling due to the amazing experience I had as a peer mentor. Without SSS, I know I would not be where I am today...I may never have completed my bachelor's degree at all! **Freddy Delgado-Wong, M.A., Assistant Director, OASIS - TRIO Student Support Services, UC San Diego**

My name is **Matthew Keagan Arvin** and I am an alumni of Eastern Kentucky University's Upward Bound. My life would not be the same if it wasn't for Upward Bound. I had been harassed and bullied but that all stopped with Upward Bound. They have zero tolerance for bullying or self-hate. They literally built me from the ground up with self-esteem. There was always someone to listen, there was always a shoulder. I appreciate the respect, love and support UB gave me. I've now been accepted into my dream school, WKU and into the SSS program at WKU.

TRIO gave me perspective and allowed me to explore other perspectives. While part of the McNair Program, I was able to focus on my future in Engineering and decide what to do with my life. Learning and teaching those that want to learn has always been the baseline for which TRIO has been such a big part. **Kimberly Anne Sisneros, Director of Training and Education for ChiroWrite Software, Masters in Industrial Engineering - Human Engineering and Ergonomics from the University of Central Florida**

I participated in the Upward Bound Program at Michigan State University through my high school career and loved every moment of it! UB kept me focused and gave me an incentive to want to learn more and go that extra step to keep my grades and study habits a priority. It taught me the rewards of what a great education can afford you in life as long as you strive for it! I began as a craft employee working in the field of telephone repair but after being there 7 years and keeping with the UB skills I learned of continuing your education, going that extra mile in all that you do and striving for more, I was promoted into management. I've now been with the company for over 14 years where I continue my education with my company's continued education program. **Eva M. Christian-Gordon, Wisconsin Northern Illinois Load Capacity Manager**

I'm a graduate of the Bruce Wells Scholars Upward Bound Program at Clark University in Worcester, Massachusetts. As a male of color raised in a single-parent matriarchal family of four, within a neighborhood notoriously known for gangs, drugs, and prostitution, one could easily conclude that I was destined to fail. However, TRIO's Upward Bound Program, coupled with my mother's unrelenting discipline and determination in the face of adversity, taught me that "demography doesn't define destiny;" that just because I grew up poor and Black, and lived in a downtrodden neighborhood, did not mean that a life of crime was a foregone conclusion, that I was predisposed to failure, or that I was incapable of going to college and pursuing a career of interest. TRIO programs were created to guide first generation and low income students to and through college. I am one example of this goal accomplished, and one example of this purpose found. **Damian L. Ramsey, M.S.W., Dean of Students at Achievement First Bridgeport Academy Middle School.**

The TRIO program at Southern Vermont College connected me to positive adult role models. Professors, administrators, support staff, academic advisors and others devoted time to help nurture my passion for civic engagement and volunteerism. Caring adults from the Success Center gave me the gift of their time to mentor me to be successful in numerous leadership capacities. TRIO did not allow my deficits to define me. My role models inspired hope and resiliency when I had none. TRIO gave me the supportive environment to determine for myself what sort of person I was supposed to become. I reflect on my time at Southern Vermont College frequently. My guiding framework in life is based on the valuable lessons I learned from my mentors at TRIO. TRIO inspired me to work toward a world that embraces diversity, encourages resiliency, is strength-based and has the ability to adapt. Communities where all people are inspired and educationally empowered so they can make informed choices. **Zach Garafalo, Assistant Director: YOUTH POWER! Champion of Change Honoree.**

V. Voices from the Field: Highlights from TRIO Projects

Each week, the Student Service area highlights project-level happenings from TRIO grantees across the country. We identify these stories through submissions from grantees, through staff outreach and travel, as well as through publicly-available sources, such as press releases and news stories. "Voices from the Field," as these stories are called, are shared with our colleagues in the Department of Education to spotlight the important work being done by TRIO grantees and participants. We have highlighted several recent submissions below.

Voices from the Field

The Rogers State University (RSU) Educational Opportunity Centers (EOC) project, based in Claremore, Oklahoma, is truly exemplifying the EOC mission by assisting adults who don't have easy access to higher education. The RSU EOC project provides services to Oklahoma inmates, in addition to other vulnerable groups, including those in workforce centers and adult foster care. "We help people return to education. Everybody's journey is different," states project director Susan Bedwell. "...We put support around people so they can be successful."

Vanessa Butler is just one example of such a journey back to education through the information and support provided by EOC. While in prison serving a one and a half year sentence for a drug and burglary conviction, Ms. Butler met with an RSU EOC educational specialist, Kyle Davis, who helped her realize her potential. "[Mr. Davis] helped me file for financial aid and look for schools in Claremore," says Ms. Butler. "I got directed to RSU. I never thought I would be university material." Since her release in 2011, Ms. Butler has been living in a transitional home while pursuing a bachelor's degree in community counseling. She hopes to eventually earn a master's degree in drug and alcohol counseling. The RSU EOC project helps inmates to take those first critical steps to re-enter the educational pipeline, which Ms. Butler attests are often the hardest: "Without the EOC, I don't know who would have helped me... People in prison have failed so many times, that first step to get an education – what if we fail at that, too? That support is important."

Story originally accessed via:

http://www.tulsaworld.com/article.aspx/RSUs_Educational_Opportunity_Center_helps_inmates_finish/20130705_11_A1_CUTLIN784557?r=8154



Ms. Vanessa Butler (right) at work at She Brews Coffee, a Claremore nonprofit organization that helps women after incarceration.

[Picture originally accessed via:

http://www.tulsaworld.com/article.aspx/RSUs_Educational_Opportunity_Center_helps_inmates_finish/20130705_1_1_A1_CUTLIN784557?r=8154]

Voices from the Field

Participants in the TRIO Upward Bound (UB) and Upward Bound Math and Science (UBMS) projects at Boston University (BU) are shining examples of how hard work can lead to academic accomplishment. In fact, a UB or UBMS student was the valedictorian or salutatorian at five of the projects' six targeted high schools. These five achievers aren't resting on their laurels, but are going on to begin postsecondary studies at top institutions like Harvard University, Bryn Mawr College, and BU and will participate in programs like the Posse Scholars and BU's Thomas M. Menino Scholars program. The students credit UB and UBMS with exposing them to rigorous academic opportunities, cultural activities, meaningful friendships, and the challenge to face new adventures and conquer their fears.

For more information, please visit: <http://www.bu.edu/today/2013/meet-the-valedictorians/>



BU Upward Bound and Upward Bound Math and Science students who graduated in June at the top of their high school classes (from left): Ms. Brankely Garcia, Ms. Lejla Skokic, Mr. William Phung, Ms. Blanca Lopez, and Ms. Mariama Bah.

Photo by Chitose Suzuki and accessed via <http://www.bu.edu/today/2013/meet-the-valedictorians/>

Voices from the Field

For one participant, the TRIO Ronald E. McNair Postbaccalaureate Achievement (McNair) Program has provided an opportunity to study wildlife in its natural habitat. Ms. Cameron Goebel, a junior at Sul Ross State University (TX) and McNair participant, is majoring in Natural Resource Management with a conservation biology emphasis. Her McNair research project, titled “Use of Camera Traps to Determine Black Bear Distribution and Habitat Use in Big Bend National Park,” has taken her throughout the Chisos Mountains of Big Ben National Park to monitor 14 cameras encompassing nearly 7,800 acres. “I am using GIS (Geographic Information Systems) to show where the camera points are and identify the elevations, vegetation and habitat to determine where the bears frequent,” she says. In the first two months of her research, Ms. Goebel has already captured images of 11 bears in seven different locations. “My McNair experience has taught me a lot of self-discipline, responsibility, not to mention how hot the desert is and how dangerous it can be, as well as how beautiful this area is,” Goebel says. “[McNair] has given me experiences I will remember the rest of my life. I feel extremely honored to be on this project.”

For more information, please visit:

http://www.oaoa.com/community/good_news/article_af43a01a-fbe4-11e3-a671-0017a43b2370.html



Left: Ms. Cameron Goebel in the Chisos Mountains; Right: A black bear, tearing one of Ms. Goebel's cameras from a tree (seen in photograph from a camera mounted to another tree).

Source: http://www.oaoa.com/community/good_news/article_af43a01a-fbe4-11e3-a671-0017a43b2370.html

Voices from the Field

The University of Central Missouri (UCM) is proud to share the following success stories from the institution's TRIO Student Support Services (SSS) and Ronald E. McNair Postbaccalaureate Achievement (McNair) projects.



Laura Bailey Mullins, B.S.B.A., M.S. is the kind of person who picks up litter to toss it in a trash can, but when she found an SSS flier lying on the floor at UCM, she read it, called the Academic Coordinator and, as she says, "the rest is history." As an SSS participant, she took a reading course, worked extensively with the educational advisor, received tutoring, and used the TRIO computer lab. She earned her B.S.B.A. in management in 2004, completed her M.S. in Occupational Safety Management in 2007, and is now employed as the safety specialist at Foley Construction in Moberly, MO. Laura knew she needed a supportive environment to help her succeed, and she found that place in Student Support Services.

Wendi Raulie, B.S., M.S., was an involved mother of four when she accompanied daughter Stephanie to the TRIO Office during a college visit. As they heard about the TRIO-SSS services, Wendi thought, “If I had that support, I could probably succeed in college, too.” Next thing she knew, Wendi was also enrolled at UCM, taking TRIO courses and utilizing the SSS advisement and tutoring services. Within the next couple of years, Wendi was named the 2005 Outstanding Student by the Midwest Regional Association of Developmental Education and the 2006 Martha Maxwell Scholarship winner by the National Association of Developmental Education. As a junior, Wendi went on to participate in UCM’s McNair Scholars Program, completing research on diversity issues at the University. Since then, she has completed a bachelor’s degree in sociology and a master’s degree in college student personnel administration. She recently remarked, “At UCM, the SSS professionals often say, ‘Once TRIO, always TRIO.’ That motto of continuous and dependable support helped me through a lot of hard times and gave me the confidence to earn two college degrees.”



Michael Schubach, B.S.B.A., has a definite statement to make about TRIO: “TRIO-SSS provided me a roadmap so that I might realize a dream—the successful completion of an undergraduate degree. The introductory courses offered through the TRIO-SSS program not only gave me a chance at success in college coursework, but equipped me with fundamentals that propelled me to a level of academic achievement I did not imagine. The supplemental instruction, educational advice, and individualized tutoring proved to be valuable resources throughout my college career. From my first semester through my last, TRIO-SSS remained a constant source of steadiness. In 2004, I graduated Summa Cum Laude with a B.S. in Business



Administration. Today, I am the Director of Human Resources for a residential treatment facility for emotionally disturbed children. More importantly, the TRIO-SSS roadmap enabled me to set a new example for my two children who are both attending college in pursuit of their own dreams.”

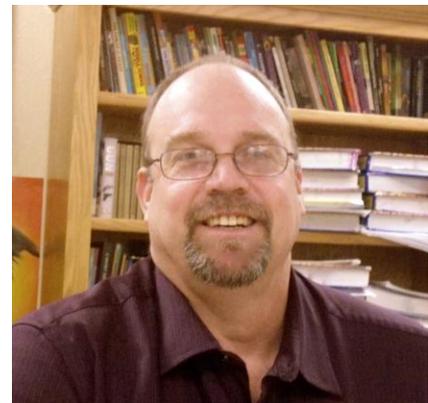
Tauni McIntosh Fort, B.S., has been busy: attending graduate school, working full-time at a rehab center, and securing \$45,000 in grants for services and shelter for homeless people in her community. Tauni, an Alaskan Indian who met all SSS eligibility factors, began working with important numbers in TRIO math classes, creating impressive ideas in TRIO writing courses, and advancing through SSS tutoring and advisement. She has since then participated in UCM’s McNair Scholars Program, earned her Bachelor of Science degree in Psychology and General Studies, and entered a graduate program in Psychology with the goal of opening her own practice someday. “TRIO not only helped me succeed, but excel. I know that I could not have done it without TRIO!” Incidentally, Tauni is married to another former SSS and McNair participant, Troy Fort.





John Morgan, B.S., has good things to say about TRIO: “I never thought I would be a college graduate. I struggled with school, and I was severely behind my peers academically. I fully expected to fail out in the first semester, but with the help of TRIO-SSS, I graduated in 2004 with a 3.27 GPA. A year later, I joined the United States Marine Corps and was placed into military intelligence. The last seven years I have been afforded a lot of opportunities. I have briefed generals on world events, shaken the hands of Iraqi *shaykes*, experienced the 120 Days of Wind in Afghanistan, floated around the Pacific seeing different cultures of the Far East, visited the top of the world’s tallest tower in Dubai, endured the ungodly heat of Djibouti, stood on the DMZ at the 38th parallel, listened to the sounds of a revolution in Egypt, and met various high-ranking U.S. dignitaries—among them, Hilary Clinton, John McCain, and Donald Rumsfeld. The reason I have traveled to these distant lands and have had these unique experiences is because I’ve been highly recommended by my superior officers. These experiences can be contributed significantly to what the TRIO program provided me. I really do not know what would have come of me if this program never existed. I owe much of my success and achievements to the dedication and opportunities provided by the TRIO staff and program. I will always be grateful and indebted to the TRIO-SSS ladies at UCM.”

Darrin W. Tobias, B.S. in Ed., named a 2012-13 Missouri Troops-To-Teachers Rural Teacher of the Year, believes he can pass on the opportunities he received through TRIO. “TRIO-SSS and the McNair Scholars Program continue to be influential in my second year of teaching 7th through 12th grade social studies teacher for Calhoun (MO) High School. Over 60% of our students receive free or reduced lunches, and over 30% live in poverty. My experiences with TRIO Programs have been useful in helping my students with college and career planning choices, as well as an understanding that we can all succeed with the right encouragement. These programs offer opportunities to students that would otherwise never have a chance to change their lives and influence the generations to come. I expect to send many students your direction because I know that TRIO will help them the same way it helped me. At this time, my future plans are to continue teaching history, coaching basketball, and mentoring and advising students for many years to come. I intend on returning to UCM in the near future to begin work on my Master degree in Literacy.”



Voices from the Field

Making science fun and relatable to middle school students may be a feat for some, but not for the TRIO Talent Search (TS) project at the University of Texas at Brownsville (UTB). In fact, eleven year olds in this program are already contemplating admissions standards at Princeton University. Igniting interest in college and various viable careers was certainly the aim of a recent on-campus initiative, the “Physics Circus,” a series of experiments meant to make

learning about science fun. After watching a balloon plunge into a vat of liquid nitrogen, TS alumna Lidia Figueroa, who is set to graduate from UTB in December and now acts as a volunteer for the program, says, “I’m a first generation college student... [TS] guided me when no one else could.”

For more information, please visit:

http://www.brownsvilleherald.com/news/local/article_44b4694c-0620-11e3-a247-001a4bcf6878.html



Photo accessed via http://www.brownsvilleherald.com/news/local/article_44b4694c-0620-11e3-a247-001a4bcf6878.html

[Yvette Vela/ The Brownsville Herald]



Thursday, August 21, 2014

9:00 a.m. – 12:00 p.m.

**U.S. Department of Education
Lyndon Baines Johnson Building
Barnard Auditorium
400 Maryland Avenue, S.W.
Washington, DC 20202**

***TRIO: Celebrating 50 Years of Promoting Excellence by Providing
Hope and Opportunity for Success***

**Thursday, August 21, 2014
9:00 a.m. – 12:00 p.m.**

- 8:00 a.m. – 9:00 a.m. Registration
- 9:00 a.m. – 9:45 a.m. Opening Session
- Welcome: *Lynn B. Mahaffie*
Acting Assistant Secretary
Office of Postsecondary Education
U.S. Department of Education
- Opening Remarks: *Linda Byrd-Johnson*
Senior Director
Student Service
Office of Postsecondary Education
U.S. Department of Education
- Presentation of Colors: Bell Multicultural High School
U.S. Navy Junior ROTC Unit
- National Anthem: *Ayodele Owolabi*
Sophomore
Howard University
- Introduction of Speaker: *Isaiah Hicks*
Upward Bound Program
Virginia State University
- Keynote Speaker: *The Honorable Arne Duncan*
Secretary
U.S. Department of Education

Greetings: *The Honorable Donna F. Edwards*
Congresswoman
4th District of Maryland

9:45 a.m. – 10:50 a.m. Session I

*Reflections: 50 Years of Providing
Hope and Opportunity*

Moderator: *Stan Salett*
President
The Foundation for the
Future of Youth

Expert Discussants: *Cynthia Azari*
Inaugural Class of Upward Bound
Participants and Retired Chancellor,
Riverside City College

Oscar Hernandez
Tenured Executive Director
Educational Opportunity Centers and
Talent Search
Project STAY, Inc.

Arnold Mitchem
President Emeritus
Council for Opportunity in
Education

10:50 a.m. – 11:00 a.m. BREAK

11:00 a.m. – 12:00 p.m. Session II

Video Presentation

*Moving Forward: Continuing to
Provide Hope and Opportunity for
Success*

Moderator:

James T. Minor
Deputy Assistant Secretary
Higher Education Programs
Office of Postsecondary Education
U.S. Department of Education

Expert Discussants:

Clyrice Austin-Watson
Associate Dean for Student Success
Delaware State University
Upward Bound and Student Support
Services Alumna

Wade Robinson
Vice President, Campus Life and
University Relations
Wichita State University

Paul E. Pitre
Dean of Academic Affairs
Washington State University, Everett

Acknowledgements and Closing Remarks

Linda Byrd-Johnson

ReShone Moore

The Honorable Arne Duncan
Secretary
U.S. Department of Education

Arne Duncan is the ninth U.S. secretary of education. He has served in this post since his confirmation by the U.S. Senate on Jan. 20, 2009, following his nomination by President Barack Obama.

Duncan's tenure as secretary has been marked by a number of significant accomplishments on behalf of American students and teachers. He helped to secure congressional support for President Obama's investments in education, including the American Recovery and Reinvestment Act's \$100 billion to fund 325,000 teaching jobs, increases in Pell grants, reform efforts such as Race to the Top and Investing in Innovation, and interventions in low-performing schools. Additionally, he has helped secure an additional \$10 billion to avoid teacher layoffs; the elimination of student loan subsidies to banks; and a \$500 million national competition for early learning programs. Under Duncan's leadership at the Department, the Race to the Top program has the incentives, guidance, and flexibility it needs to support reforms in states. The Department also has focused billions of dollars to transform struggling schools, prompting nearly 1,000 low-performing schools nationwide to recruit new staff, adopt new teaching methods, and add learning time. He has led new efforts to encourage labor and management to work together as never before, and their new collaboration is helping to drive reform, strengthen teaching, create better educational options, and improve learning. During Duncan's tenure, the Department has launched a comprehensive effort to transform the teaching profession.

In support of President Obama's goal for the United States to produce the highest percentage of college graduates by the year 2020, Duncan has helped secure increases in the Pell grant program to boost the number of young Americans attending college and receiving postsecondary degrees. He has begun new efforts to ensure that colleges and universities provide more transparency around graduation, job placement, and student loan default rates. With the income-based repayment program introduced during Duncan's tenure, student loan payments are being reduced for college graduates in low-paying jobs, and loans will be forgiven after 10 years for persons in certain public service occupations, such as teachers, police officers and firefighters.

Before becoming secretary of education, Duncan served as the chief executive officer of the Chicago Public Schools (CPS), a position he held from June 2001 through December 2008. In that time, he won praise for uniting education reformers, teachers, principals and business stakeholders behind an aggressive education reform agenda that included opening more than 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships around a variety of education initiatives. Duncan is credited with significantly raising student performance on national and state tests, increasing graduation rates and the numbers of students taking Advanced Placement courses, and boosting the total number of scholarships secured by CPS students to more than \$150 million. Also during his leadership of CPS, the district was recognized for its efforts to bring top teaching talent into the city's classrooms, where the number of teachers applying for positions almost tripled.

Prior to joining the Chicago Public Schools, from 1992 to 1998, Duncan ran the nonprofit education foundation Ariel Education Initiative, which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago. From 1987 to 1991, Duncan played professional basketball in Australia, where he also worked with children who were wards of the state.

Duncan graduated *magna cum laude* from Harvard University in 1987, after majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American.

Duncan is married to Karen Duncan, and they have two children who attend public school in Arlington, Va.

Clytrice Austin-Watson, Ph.D.

Dr. Clytrice Watson is an Associate Professor of Biology and the Associate Dean for Student Success in the College of Mathematics, Natural Sciences and Technology at Delaware State University. In addition to being a tenured faculty member, she also serves as the Director of the Research and Engineering Apprenticeship Program (REAP) and the EPSCoR High School Summer Research (HSSR) Program, which provide research opportunities for local high school students. Past positions held include the Director of Forensic Biology, Associated Director for the MARC U*STAR program and Director for student support and scholarship. Her research interest is in the area of microbial food safety with a focus on the validation of processed foods using mitochondrial DNA. Numerous graduate and undergraduate students have transitioned through her laboratory, thus making presentations at local, regional and national conferences and most are pursuing post-baccalaureate degrees. She is committed to serving her community as she has served on local school boards, participates in educational outreach programs and has made numerous presentations for local and regional schools. As a 1988 graduate of the UPWARD BOUND program, she was the 2008 recipient of the Delaware State Trio Organization TRIO Achiever's Award and continues to interact with UB programs within Delaware and Maryland. Her personal commitment to student mentoring and academic success stems from her experiences of having excellent mentors throughout her academic and professional career.

Dr. Watson received her Bachelor's degree in Biology from Norfolk State University (1992), Masters Degree from Delaware State University (1996) and PhD from the University of Maryland Eastern Shore (2005). She recently completed a fellowship in academic leadership through the Chicago School of Professional Psychology.

Cynthia E. Azari, Ed.D.

Cynthia E. Azari, Ed.D., served as president of Riverside City College from 2011 to 2014 after serving as president of Fresno City College.

During her career in higher education, Dr. Azari has garnered recognition and is a recipient of the National TRIO award in 2009, the Woman of Achievement award from the local YWCA and the Distinguished Service award from the Association of Washington Community and Technical Colleges in 1995.

Prior to leading Fresno City College, Azari served as vice chancellor for Workforce Development and Educational Services at State Center Community College District, president of Butler County Community College, vice president for instruction and dean of business and engineering at Olympic College in Bremerton, Washington, and the director of education at the Texas State Property Tax Board.

Azari is passionate about community service and has served on the boards of the Chamber of Commerce, United Way, Girl Scouts and the Mayor's Education Roundtable. She is a former member of the Pennsylvania Governor's Commission on Training America's Teachers, the Community Development Corporation Board and the California Community College League Education Committee. She has also been a member of Rotary International and is an American Cancer Society supporter.

Azari holds a bachelor's degree in government, an MA in Education Administration, MS in Industrial Relations and a doctorate in Educational Leadership from Seattle University. She and her husband of forty years have two daughters and four grandchildren.

Oscar G. Hernandez

Oscar G. Hernandez has spent his entire career in the field of education. He has been a full-time Talent Search staff member for forty-six years, with forty-two years as Executive Director. He also serves as Director of the Educational Opportunity Center. His extensive experience makes him one of the most tenured TRIO Directors in the country. He has several professional affiliations. This includes being a founding member of the National Council of Educational Opportunity Associations (NCEO), a predecessor to the Council for Opportunity in Education (COE). He has testified before several U.S. Senate and U.S. House Sub-Committees in support of TRIO appropriations.

In 1986, he was appointed by then Secretary of Education, William Bennett, to a Blue Ribbon Commission studying the National Assessment of Student Educational Progress. In 1991, he received the **Walter O. Mason Award**, from the COE, for his contributions and energetic leadership to enhance educational opportunity in America. He was Chairman of the Board of Directors for NCEO in 1995-1996. He also served at the international level with the NCEO as Chairman of the International Task Force 1996-1997. Additionally, he helped organize several regional TRIO associations. He has been heavily involved in education at the local level,

having started his career first as an elementary and then a middle school teacher, and then spending twenty-three years as an elected member of the San Antonio ISD Board of Trustees from 1973 to 1996.

His regional and State involvement spans the Southwest Association of Student Assistance Programs (SWASAP), the Texas Association of School Boards (TASB), and the Texas Association of Student Special Services Programs (TASSSP). The latter established the **Oscar G. Hernandez Leadership Award** in August 2010, named after him for his tireless efforts in advancing educational opportunity for first generation and low income students. He currently resides with his wife in San Antonio, Texas within blocks of one of the high schools serviced by his Talent Search program.

James T. Minor, Ph.D.

Dr. James T. Minor is the Deputy Assistant Secretary for Higher Education Programs for the Office of Postsecondary Education. Dr. Minor most recently served as a Senior Program Officer and Director of Higher Education Programs for the Southern Education Foundation in Atlanta, GA. He has held other significant positions, which include a tenured associate professor of higher education policy at Michigan State University, a fellow at the University of Georgia's Institute for Higher Education, and Research Associate at the Pullias Center for Higher Education at the University of Southern California. An author of many scholarly articles, reviews, national reports, and book chapters, James holds a B.A. from Jackson State University, a M.A. from the University of Nebraska, and a Ph.D. from the University of Wisconsin-Madison.

Arnold L. Mitchem, Ph.D.

Dr. Arnold L. Mitchem, the President Emeritus of the Council for Opportunity in Education (COE), has been a voice for low-income, first-generation students, individuals with disabilities, adult learners, and veterans throughout his entire career. The mission of the Council for Opportunity in Education (COE) is to achieve college access and success for low-income students, first-generation students, and students with disabilities. COE provides professional development, program improvement, and advocacy for nearly 2,800 federally funded college opportunity programs at more than 1,000 colleges and universities nationwide. Close to 800,000 students are served annually.

During his time as president, Dr. Mitchem's knowledge of grassroots organizing and understanding of the political landscape at the local, national, and international level propelled COE to become the "voice for college opportunity." He introduced the concept of "first-generation students" through his Congressional testimony in the late 1970s — and the term was incorporated into the Education Amendments of 1980. Dr. Mitchem has testified before Congress more than a dozen times to share his expertise on education reform, the importance of a quality education, and student loan issues.

Dr. Mitchem is a member of the Executive Committee of the European Access Network and

serves on the Board of Trustees of Marquette University. He is a former trustee of the College Board, past president of the Committee for Education Funding, a Washington, D.C.-based coalition of national education associations, and served on INROADS, Inc.'s first national board. Dr. Mitchem was also the founding president of the Mid-America Association of Educational Opportunity Program Personnel (1974-1976) and the recipient of the Arturo Schomburg Distinguished Service Award from the Association for Equality and Excellence in Education, Inc. He is also the recipient of the 2013 Award for Advocacy of Independent Higher Education from the National Association of Independent Colleges and Universities (NAICU), the Hispanic Association of Colleges and Universities (HACU) Award of Excellence (2013) and the Institute for Higher Education Policy (IHEP) Champions of Access and Success Award.

Because of his tireless advocacy for underrepresented students, Dr. Mitchem was awarded a Lifetime Achievement Award from the Hispanic Association of Colleges and Universities, and honorary doctorates from 11 universities: CUNY-Lehman College, DePaul University, University of Illinois, University of Liverpool, Marquette University, Marycrest College, University of Massachusetts-Boston, Lewis University in Chicago, St. Joseph University in Philadelphia, St. Louis University, and SUNY Buffalo State. His writing has appeared in *The Washington Post*, *The New York Times*, *The Chronicle of Higher Education*, *Forbes.com*, *The Huffington Post*, and numerous other print and online publications.

Dr. Mitchem began his career on the history faculty at Marquette University and was later named director of Marquette's Educational Opportunity Program, serving in that role until 1986, when he moved to Washington, D.C. to assume the presidency of the COE. He holds a bachelor's degree from the University of Southern Colorado, did graduate work in European history as a Woodrow Wilson Fellow at the University of Wisconsin, and earned a Ph.D. in foundations of education from Marquette University.

Wade Robinson, Ph.D.

Wade Robinson became Vice President for Student Engagement at Wichita State University on July 27, 2009. Prior to coming to Wichita State University, Dr. Robinson was at the University of Nebraska at Omaha (UNO) in Omaha, Nebraska from 1994 to 2009. While at UNO, he held the positions of University Registrar, Assistant Vice Chancellor for Student Enrollment Services, Interim Web Master, and Associate Vice Chancellor for Student Affairs. Robinson was the Assistant Registrar at the University of Nebraska at Kearney (UNK) in Kearney, Nebraska for five years from 1989 to 1994.

Dr. Robinson received his bachelor's degree in fitness and leisure management at Kearney State College in 1989, his master's degree in educational administration at the UNK in 1992, and his Ph.D. in administration, curriculum, and instruction at the University of Nebraska at Lincoln in 1995.

Robinson has been involved on several committees at UNK and UNO and his professional organization involvement has included the American Association of Collegiate Registrars and Admissions Officers, the Nebraska Association of Collegiate Registrars and Admissions Officers, Phi Delta Kappa, Omicron Delta Kappa, and the Information Associates Student

Information System Users Group.

While at Kearney State College he was a member of the football team and was a two-time NAIA Academic All-American and in 1989, was the first individual named the Kearney State College Student-Athlete of the year. He was a community volunteer in Elkhorn, Nebraska serving as a youth coach in many sports as well as a volunteer member of many youth organization sports boards.

Dr. Robinson grew up on a farm outside of Bertrand, NE. He and his wife, Vicki, have two sons and a daughter.

Stan Salett

Currently, Mr. Salett is President of the Foundation for the Future of Youth, a not for profit affiliate of BEA Enterprises, Inc., as well as a VP of BEA. Mr. Salett has also served as an advisor to the White House on presidential transition, an advisor to the entertainment industry on strategic planning, and has served as an advisor to the University of California's Lawrence Livermore Laboratory on technology transfer.

Salett has testified before the House of Representatives and the United States Senate on several occasions on a variety of education and parental rights issues. He is the author of many products (on-time, on-target, on-budget) for high-visibility federal, state, and local government initiatives. He has provided overall direction for projects with U.S. Department of Education, The World Bank, The United Nations Association of The U.S.A., The Organization for Economic Cooperation and Development, the New Jersey Department of Education, and the District of Columbia Public School System.

Stan Salett has more than four decades of experience designing and leading breakthrough national initiatives in social policy and education. As a member of President Kennedy's staff, he was the lead educator on the President's Committee on Youth Employment. He continued that role as a member of the President's Committee on Juvenile Delinquency, headed by Attorney General, Robert Kennedy. As a member of the original War on Poverty Task Force, Salett drafted some of the key education provisions of the Economic Opportunity Act that he later helped to implement as the first Director of Education of the Community Action Program. He was one of the designers of the national Head Start program and created Upward Bound. Under his leadership the first federal support of computerized education was initiated.

Stan Salett co-founded the National Committee for Citizen's in Education in 1973. Over the next decade, NCCE became the leading voice for school reform and the largest national organization of active parents and citizens outside of the PTA. Some of the notable accomplishments included: "The Family Educational Rights and Policy Act" (FERPA), that gave parents the rights to see their own children's school records and challenge any biased or inaccurate information, "The Parent's Network", an affiliation of more than 300 local parent and citizen organizations, "NETWORK", a monthly publication with current news that parents could use, and a computer based call center where any parent or citizen could call in and get immediate answers to their questions. NCCE stimulated thousands of calls through a series of billboards, strategically placed around the country that said, "When your child's school system is more

system than school, call us at 1-800 –NETWORK.” The Parents’ Network was supported by a Citizens’ Training Institute that provided leadership training, organizing skills, how to raise funds, how to work with the media, and how to understand testing and local school budgets. All of the issues and others were supported in greater detail by a series of NCCE publications. All of our publications were done on time and on or under budget and many received national recognition for their quality.



Student Service Updates

50th Anniversary Commemorative Edition

Letter from the Director

Greetings!

It is an honor to serve as your senior director during this special time in TRIO's history. As you know, we are celebrating 50 years of the Federal TRIO Programs. TRIO has made an incredible impact on the lives of young people all around the country. Therefore, we have devoted the majority of this commemorative edition to that milestone. In this issue, you will find success stories from TRIO alumni, photos from our Student Outreach Forum, as well as instructions on how to view our upcoming symposium.

Student Service staff would also like to take this opportunity to thank each of you for all that you do to implement these important programs. In order to continue to provide hope and opportunity to our student population, we have been very fortunate to have a committed group of project directors and staff to lead this effort. As we move forward with program implementation in the next 50 years, we believe that we can provide more innovative approaches to delivering services to our students and not compromise how we touch, change, and expose them to options for a brighter future.

Thank you again for your continued support and tireless dedication to the cause of TRIO!

Sincerely,

/signed/

Linda Byrd-Johnson, Ph.D.
Senior Director, Student Service

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Celebrating 50 Years of Providing Hope and Opportunity for Success

On August 20, 1964, President Lyndon Baines Johnson signed legislation establishing the first of the Federal TRIO Programs under the *War on Poverty* initiatives. This year will mark the 50th anniversary of that bold legislation designed to assist low-income and first generation college students.

As we look back to the inception of the Federal TRIO Programs, with the Upward Bound Program being the first, the mission remains relevant today. To commemorate half a century of changing lives through education, we are encouraging your support in the following ways:

- **Symposium:** The U.S. Department of Education's (Department) Student Service Area is coordinating a half-day symposium to celebrate, review and discuss the impact of these federal programs. The theme for the 50th anniversary is *TRIO: Celebrating 50 Years of Promoting Excellence by Providing Hope and Opportunity for Success*. The symposium will be held on Thursday, August 21, 2014 from 9:00 am - 12:00 pm (Eastern Time). Because we do not have funds to cover travel costs for the community of TRIO grantees, and because we are aware that many TRIO professionals will be traveling to Washington, DC in early September for COE's National Conference, we are only inviting institutions within close proximity to the Washington Metropolitan Area.

Therefore, we have made arrangements for this event to be broadcasted live via the internet so that all of our grantees from around the country will be able to witness this historic discussion. During the live event, you will be able to submit questions by emailing to: 50yrsofTRIO@ed.gov

The link for the event can be found on our Web site at:

<http://www2.ed.gov/about/offices/list/ope/student-service.html>

Live Stream can be accessed at:

<http://edstream.ed.gov/webcast/Play/bd2f5780b05c49f59af795a0d6398f3c1d>

For those grantees on the west coast and in the insular areas, the event will be stored and you will be able to listen to the symposium at a more convenient time.

- **Social Media:** Follow us on Twitter [@EDPostsecondary](https://twitter.com/EDPostsecondary) and help us celebrate 50 years of TRIO by sharing your success story using the hashtag [#TRIO50](https://twitter.com/hashtag/TRIO50) or by emailing it to: 50yrsofTRIO@ed.gov
- **Community Outreach:** We are encouraging each of you to plan or to use an event already scheduled to highlight the 50th Anniversary of the Federal TRIO Programs. You may share pictures, press releases, use social media or forward your summary to our email address listed above.

Please join us in celebrating this historic milestone!

Student Outreach Day: Celebrating 50 Years of the Federal TRIO Programs

In honor of the 50th Anniversary of the Federal TRIO Programs, the staff members of the Student Service Area recently hosted a Student Outreach Forum. The event was held on July 30, 2014 and served as a kick-off event for those to be held across the country.

A total of thirty-one students, representing five projects, being served by the Upward Bound, Student Support Services and the Ronald E. McNair Postbaccalaureate Achievement programs, participated in this event. The students spent the first portion of the day learning about the importance of and creating vision boards. The students also had an opportunity to share their vision boards and network with other peers with similar dreams.

After lunch, the students were able to engage in dialogue with Dr. Linda Byrd-Johnson, Senior Director,

Student Service; Dr. James T. Minor, Deputy Assistant Secretary, Higher Education Programs; and Ms. Lynn Mahaffie, Esq., Acting Assistant Secretary, Office of Postsecondary Education.

The students also participated in a roundtable discussion with The Honorable Ted Mitchell, Under Secretary, U.S. Department of Education. Under Secretary Mitchell was able to hear firsthand from students about the positive impact that the Federal TRIO Programs are having on their lives and the lives of their family members. The students were able to receive answers concerning the future of, and their roles in, the Federal TRIO Programs.

The charge is now being passed to all TRIO projects to host an event that honors TRIO's 50th Anniversary.



A few of the students, project staff, and U.S. Department of Education staff who participated in the event (clockwise from top left): participants from the Community College of Baltimore County-Dundalk and Morgan State University Upward Bound projects; University of Wisconsin-Osh Kosh McNair project; and Montgomery College Student Support Services project

The Federal TRIO Programs: 50 Years of Success

In celebration of the 50th Anniversary of the Federal TRIO Programs, Student Service posted a request on the Department of Education Web site asking TRIO alumni to “Be a Part of the Story,” by submitting information on how TRIO has affected their lives. We received almost 200 responses. We are honored to share just a few of the stories we received.

The Drexel University Upward Bound program provided exposure and visibility to a higher quality of life centered around academics and scholarship. Not only did I have the opportunity to see and live life differently, I was able to quench a thirst for the attainment of knowledge -- one I never knew I had. I still remember June 1979, during the summer orientation. I sat there with my mother not knowing what to expect. The Upward Director, Mr. Michael B. Hill, welcomed the parents and students. Following the welcoming, he closed with six words that galvanized me. He simply stated, “Conceive it, believe it, and achieve it!” **Otis Wilson, Office of the Deputy Secretary, U.S. Department of Education, Excellence In Government Senior Fellow 2011**

My oldest brother and I entered the Upward Bound program at St. Francis College. Our positive experiences and the commitment of our parents led to seven members of the Mickens Family from Johnstown (Conemaugh), PA attending the program. Fast forward more than thirty years later, we are two lawyers, one college president, two social service administrators, one for-profit administrator, and one entrepreneur. **Charlene Mickens Dukes, President, Prince George's Community College, Largo, Maryland**

I would have never attended college if it wasn't for help and support from TRIO (SSS) and more importantly the faculty. I was provided with a lot of academic and counseling support to help me meet my goals. My counselor Christopher Weiss was always there for me; even now, when I'm attending graduate school, he still finds time to meet with me and is very helpful. I'm proud to be a part of TRIO and thankful for all the opportunity and help I have received. **Piotr B. Madej, B.S. Mechanical Engineering, Syracuse University Class of 2013. M.S. Engineering Management, Syracuse University Class of 2015. Founder and President of Polish Cultural Club at SU. Polish Federal Credit Union Scholarship Recipient**

Texas State (formerly Southwest Texas State University) in San Marcos was one of the four pilot Upward Bound programs initially funded in the state of Texas and I was fortunate to have been selected as an Upward Bound participant in the first cohort. When I became the Director of Upward Bound in 1977, I was one of the very few women in the nation to hold that position. May 2014 marks 43 years of continuous full-time service to Upward Bound. **Jacqueline O. Dansby, Ph.D., Executive Director, Upward Bound Pre-College Program, St. Mary's University, San Antonio, TX**

My name is **Kadyn Velez**. I was an undergraduate participant in the Ronald E. McNair Scholars program at SUNY College at Buffalo, from 2006-2008. Currently, I am a sixth year, **tenured teacher of students with special needs in New York City's Department of Education** and was just rated as a highly effective teacher for the 2013-2014 school year, in the city's first year of Danielson's Framework for teacher observation! Being Latina and coming from an impoverished background, I don't think I would've had the opportunities and achievements I've had if it weren't for the McNair Scholars program. It was through my McNair research project that I discovered my interest in working with students with special needs, thus shifting my career focus and setting me on the career path that I am currently on. Thank you TRIO Programs!

I participated in the Tarleton State University Upward Bound program from 1993 - 1996. I earned my BA and MA in English from Tarleton State University in 2001 and 2003. I earned my Ph.D. in Rhetoric from Texas Woman's University in 2009. As a first-generation college student growing up in a mobile home in rural, central Texas, I know that a college education is a privilege that many cannot afford. Fortunately, I was referred to and accepted into the Tarleton State University Upward Bound program in the fall of 1993 – a place that became an academic haven. **Dr. Rochelle Gregory, English Instructor and Honors Program Coordinator, North Central Texas College**

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I come from a family of five that includes my younger brother, my grandmother, my Mexican immigrant father, and my Mexican-born Chinese immigrant mother. My SSS peer mentor was directly responsible for helping me stay in school after my freshman year. I felt out of place, unaccepted, and inferior to other students. Having a mentor that hailed from a similar background to my own did so much for me. She provided personal support and helped expose me to that feeling of validation. My mentor influenced me to become a mentor and I joined the SSS staff two years later. I chose to pursue counseling due to the amazing experience I had as a peer mentor. Without SSS, I know I would not be where I am today....I may never have completed my bachelor's degree at all! **Freddy Delgado-Wong, M.A., Assistant Director, OASIS - TRIO Student Support Services, UC San Diego**
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My name is **Matthew Keagan Arvin** and I am an alumni of Eastern Kentucky University's Upward Bound. My life would not be the same if it wasn't for Upward Bound. I had been harassed and bullied but that all stopped with Upward Bound. They have zero tolerance for bullying or self-hate. They literally built me from the ground up with self-esteem. There was always someone to listen, there was always a shoulder. I appreciate the respect, love and support UB gave me. I've now been accepted into my dream school, WKU and into the SSS program at WKU.
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TRIO gave me perspective and allowed me to explore other perspectives. While part of the McNair Program, I was able to focus on my future in Engineering and decide what to do with my life. Learning and teaching those that want to learn has always been the baseline for which TRIO has been such a big part. **Kimberly Anne Sisneros, Director of Training and Education for ChiroWrite Software, Masters in Industrial Engineering - Human Engineering and Ergonomics from the University of Central Florida**
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I participated in the Upward Bound program at Michigan State University through my high school career and loved every moment of it! UB kept me focused and gave me an incentive to want to learn more and go that extra step to keep my grades and study habits a priority. It taught me the rewards of what a great education can afford you in life as long as you strive for it! I began as a craft employee working in the field of telephone repair but after being there 7 years and keeping with the UB skills I learned of continuing your education, going that extra mile in all that you do and striving for more, I was promoted into management. I've now been with the company for over 14 years where I continue my education with my company's continued education program. **Eva M. Christian-Gordon, Wisconsin Northern Illinois Load Capacity Manager**
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I'm a graduate of the Bruce Wells Scholars Upward Bound program at Clark University in Worcester, Massachusetts. As a male of color raised in a single-parent matriarchal family of four, within a neighborhood notoriously known for gangs, drugs, and prostitution, one could easily conclude that I was destined to fail. However, TRIO's Upward Bound program, coupled with my mother's unrelenting discipline and determination in the face of adversity, taught me that "demography doesn't define destiny;" that just because I grew up poor and Black, and lived in a downtrodden neighborhood, did not mean that a life of crime was a foregone conclusion, that I was predisposed to failure, or that I was incapable of going to college and pursuing a career of interest. TRIO programs were created to guide first generation and low income students to and through college. I am one example of this goal accomplished, and one example of this purpose found. **Damian L. Ramsey, M.S.W., Dean of Students at Achievement First Bridgeport Academy Middle School.**
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The TRIO program at Southern Vermont College connected me to positive adult role models. Professors, administrators, support staff, academic advisors and others devoted time to help nurture my passion for civic engagement and volunteerism. Caring adults from the Success Center gave me the gift of their time to mentor me to be successful in numerous leadership capacities. TRIO did not allow my deficits to define me. My role models inspired hope and resiliency when I had none. TRIO gave me the supportive environment to determine for myself what sort of person I was supposed to become. I reflect on my time at Southern Vermont College frequently. My guiding framework in life is based on the valuable lessons I learned from my mentors at TRIO. TRIO inspired me to work toward a world that embraces diversity, encourages resiliency, is strength-based and has the ability to adapt. Communities where all people are inspired and educationally empowered so they can make informed choices. **Zach Garafalo, Assistant Director: YOUTH POWER! Champion of Change Honoree.**
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“The environment created by TRIO staff was so extraordinary that nothing but success would be achieved. The final result was raising my GPA from 2.7 at the time I joined TRIO to graduating with a 3.49 and most importantly a college degree.”
-Robin Bailey, Student Support Services Program, North Central State College, Mansfield, OH

GEAR UP Update

The deadline for transmittal of applications for the FY 2014 competition for new awards under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Program was Monday, July 7, 2014. The program received 31 State applications and 231 partnership applications. The peer review process is scheduled for August 18-29, 2014.

GEAR UP program staff have been busy. Program specialists traveled to Los Angeles, Chicago, and Atlanta to deliver technical assistance workshops for the 2014 GEAR UP competition. The GEAR UP community attended the National Council for

Community and Education Partnerships (NCCEP) annual conference at the Washington Hilton from July 21-July 23, 2014, in Washington, DC, celebrating 15 years of GEAR UP. Student Service staff presented workshops, met with grantees and learned about new developments in evaluation and performance measurements.

GEAR UP projects throughout the country will celebrate National GEAR UP Week during the last week of September 2014 to honor the signing of the original GEAR UP Act on September 29, 1998.

Sharing Student Service

June 20, 2014: Upward Bound projects from two campuses of Beville State Community College, as well as Bluegrass Community and Technical College and Prince George’s Community College, all held booths in the hands-on-learning expo at “National Summer Learning Day” in Washington, DC, on Friday, June 20. The event, which was held at the Department of Education’s Lyndon Baines Johnson building and facilitated by the National Summer Learning Association and the U.S. Department of Education, brought together high school students and education leaders from across the country to highlight the critical role summer learning plays in preparing young people for successful college entry and completion.

July 11, 2014: Members of the Student Service Area participated in the DC Consolidation of Educational Services’ (DMV TRIO Alumni Association) and the College Board’s Leadership Conference. Dr. ReShone Moore provided opening remarks; Craig Pooler, a TRIO alum, conducted a workshop on Public Service and Government Affairs; and Chaz Gipson, a TRIO alum, made a presentation to the students on *Moving Forward in TRIO*. The conference, which was titled 50 Years of TRIO, Creating Our Path to Success, was held at Howard University, and over 200 current TRIO students were in attendance. [See page 7 for a picture from this event.]

July 21-23, 2014: Student Service staff attended the 2014 GEAR UP Annual Conference, entitled *A Dream Realized*. The conference was held at the Washington Hilton and convened over 1,800 GEAR UP and other college access professionals, as well as their partners, for informative concurrent sessions, plenaries, and other valuable networking opportunities.

July 30, 2014: In conjunction with the Symposium celebrating the 50th anniversary of the Federal TRIO Programs, the Student Service Area hosted a Student Outreach Day. During the Student Outreach Day, area participants in the Federal TRIO Programs came to the Office of Postsecondary Education to participate in career exploration activities and share their experiences in TRIO.

TRIO Training Program Update

The Notice Inviting Applications for New Awards under the Training Program for Federal TRIO Programs was published in the Federal Register on April 23, 2014 with a closing date of May 23, 2014. We received 27 applications and reviewed 23 eligible applications. All new grants will be awarded by the end of September. Training opportunities for 2014-15 will be posted on our website by November 3, 2014.

Don't forget: The homepage for the *Student Service Updates* can be found at <http://www2.ed.gov/about/offices/list/ope/ssnewsletters.html>, and interested parties can also visit this page to request to be added to the distribution list for the *Updates*.

Maya Angelou

April 4, 1928 - May 28, 2014

If you don't like something, change it. If you can't change it, change your attitude.

"I will always remember UB for the hope, opportunity, community, and passion for education it provided me."

-Frederick H. Dow, Upward Bound Program, University of Massachusetts, Boston, 1966 - 1968



TRIO alumni stand during the DC Consolidation of Educational Services' and the College Board's Leadership Conference on July 11, 2014, at Howard University. Please see page 6, under "Sharing Student Service," for a description of the event.

International and Foreign Language Competitions

The Office of International and Foreign Language Education (IFLE) will be conducting several competitions in FY 2014. More information on the FY 2014 Grant Opportunities in IFLE can be found by clicking on the following link:

<http://www2.ed.gov/about/offices/list/ope/iegps/competitionflyer2014.pdf>

FY 2015 Student Support Services Pre-Application Technical Assistance Workshop

The U.S. Department of Education (Department) will hold a pre-application technical assistance workshop for prospective applicants under the FY 2015 competition for grants for the Student Support Services (SSS) Program.

Title: SSS Pre-application Technical Assistance Workshop
Date: Wednesday, September 10, 2014
Time: 1:00 p.m. to 5:00 p.m. (Washington, DC time)
Location: [Marriott Wardman Park Hotel](#)
2660 Woodley Road, N.W. (Salon 3)
Washington, DC 20008
(202) 328-2000

Attendance at this pre-application technical assistance workshop is free of charge. Although registration is not required, we ask that you **register with one of the contacts listed below** so that the Department may have sufficient materials/handouts available for all attendees.

Charity Helton, 202-219-7064, charity.helton@ed.gov
Princess Uzzelle, 202-502-7737, princess.uzzelle@ed.gov
Venus Blount, 202-502-7529, venus.blount@ed.gov

NOTE: There will be additional SSS pre-application technical assistance workshops held later in the fall. A complete listing of the dates and locations for the subsequent SSS workshops will be posted on the TRIO homepage (<http://www2.ed.gov/about/offices/list/ope/trio/index.html>), as the information becomes available.

Tell us about your notable activities and shining stars!

We would love to hear about student or alumni accomplishments, interesting or notable project activities, or other project success stories.

Questions, comments, or ideas for future SS Updates? Please send an email to ReShone.Moore@ed.gov