



## *Fact Sheet*

# **50<sup>th</sup> 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.

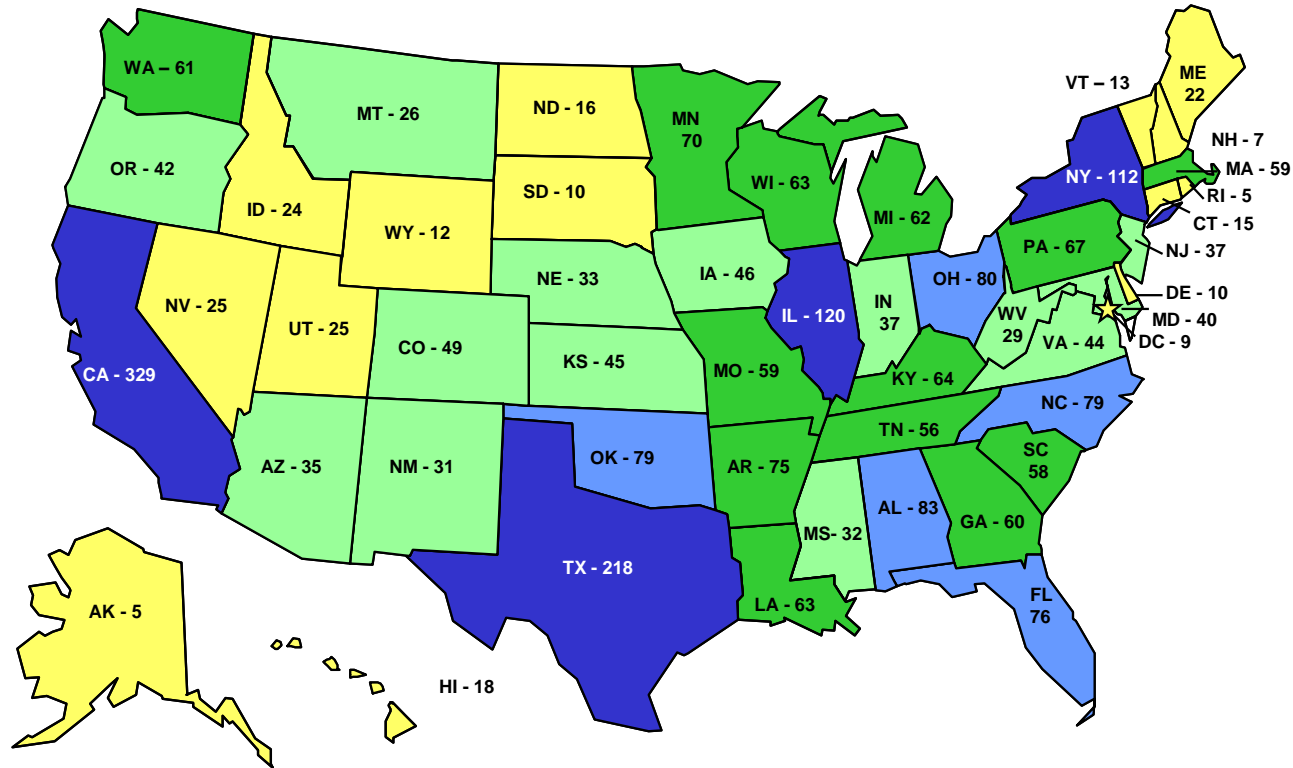
### III. By the Numbers: TRIO Fiscal Year 2013 Funding and Geographic Distribution

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

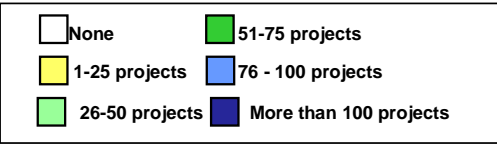
<sup>1</sup> Does not include \$6,966,280 in forward-funding to 25 SSS grantees, which will be used to fund program activities in FY 2014.

## 2013-14 Open TRIO Projects

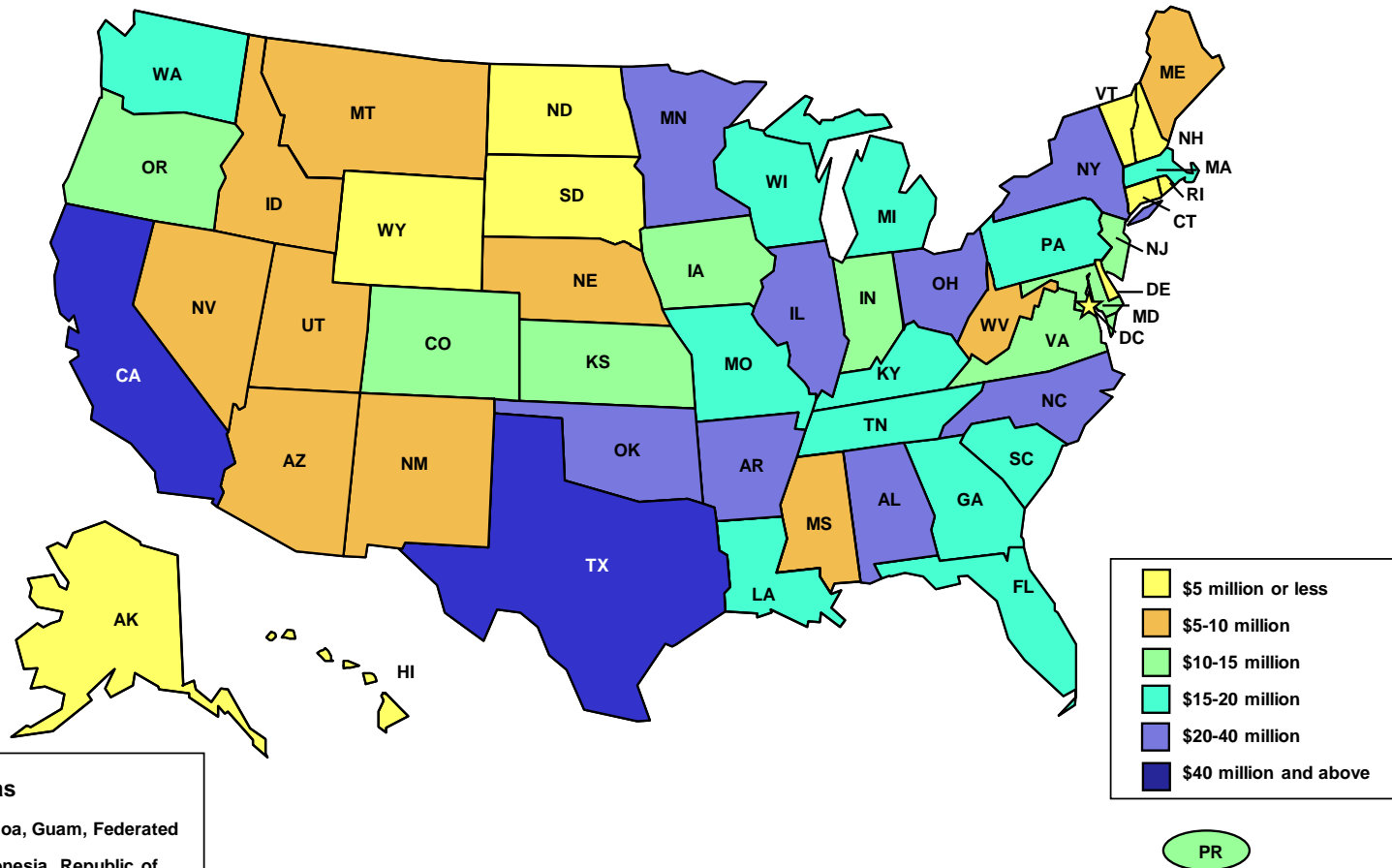
### 2,791 Projects Serving a Total of 758,352 Students



**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

#### 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**

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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**

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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.**

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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**

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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!

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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 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**

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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.**



## **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](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](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](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](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 38<sup>th</sup> 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](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](http://www.brownsvilleherald.com/news/local/article_44b4694c-0620-11e3-a247-001a4bcf6878.html)*

*[Yvette Vela/ The Brownsville Herald]*