

The Blueprint for a Lifetime of Success Magazine for TRIO Day 2009



Deltha Q. Colvin, Assistant Vice President for Campus Life and TRIO Director, Wichita State University

“The Blueprint for a Lifetime of Success,” is the theme for TRIO Day at the Hughes

Metropolitan Complex, Wichita State University (WSU), on February 18, 2009. The Office of Special Programs, which includes nine TRIO programs, the State GEAR UP program and the Office of Disability Services (ODS), coordinate services and activities all year to provide college access to low-income and first generation students from elementary to postsecondary school. This one day is a chance for us to share our students with you.

The TRIO Programs, GEAR UP and ODS collaborate and celebrate the goals and accomplishments of each program. Each program complements the other to provide comprehensive services to address the needs of the populations served. Committed and dedicated staff work to ensure opportunities are available to eligible participants.

On TRIO Day, participants are provided sessions that help improve their personal and academic growth. These sessions are designed to help middle and high school students, persons with disabilities and adults expand their knowledge base.

I applaud the staff who work to ensure each age group attending TRIO Day receives information appropriate and relevant for their needs. All aspects of the day are evaluated to obtain information that includes the relevancy of topics, effectiveness of presenters, understanding of purpose, and suggestions for future TRIO Day activities.

The ***Higher Education Act of 1965 as amended*** is the authorizing legislation for the TRIO Programs. This important legislation was reauthorized in September 2008-Higher Education Opportunity Act (HEOA). *Equal Educational Opportunity* for individuals served by each of the Programs is a commitment to participants. The Programs continue to request the support and commitment of the community and Wichita State University. The participants in the Programs have accomplished much and continue to make their mark on the city, state, region, and nation.

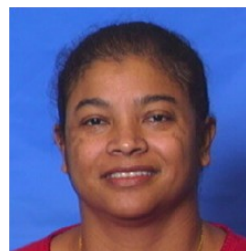
Please enjoy the first edition of the 2009 TRIO Day Magazine that shares information and accomplishments of each program and profiles a few of the students. Feel free to contact any program for further information, to recommend an individual for participation, or to volunteer your services. Please put TRIO Day: February 18, 2009 on your calendar and plan to attend. See you on TRIO Day.

Sincerely,

Deltha Q. Colvin

Office of Special Programs

Alan Josin D'souza,
Ph.D.,
Policy Analyst Director,
Office of Special
Programs



Hercilia Thompson,
Administrative Officer,
Office of the Assistant
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Disability Support Services



Martha Lewis—Director, Phil Bowers, Billie Melugin, Shanda Burch

The TRIO Disability Support Services program (DSS) began another year of serving students with disabilities. The program's goal is to increase the college retention and graduation rates of students with learning, physical and psychological disabilities. Services provided by DSS include: academic advising, individualized tutoring, career exploration and referral, study/life skills improvement, grant aid and scholarship opportunities, computer technology lab usage, financial aid search, graduate school selection and information, course selection and degree planning assistance, book/computer loan program (desktop and laptop) and campus and community involvement opportunities.

DSS provides opportunities for academic development, assists students with basic college requirements and motivates students with disabilities towards the successful completion of a baccalaureate degree!

Below are some of the qualitative and quantitative statistics for grant year 2007-2008:

Qualitative:

- First TRIO program specifically for students with disabilities in the State of Kansas and one of twenty-five across the nation
- Contacted WSU faculty, staff, students, and community members to explain the goals and services of the DSS program
- 14 Tutors were available for tutoring in lower level undergraduate courses during the Fall, Spring

and Summer semesters

- Assessed all program students' learning styles and explained the significance to them
- Provided personal, academic, financial aid, career options and graduate school selection advising
- DSS Newsletter – published bi-monthly.
- Adaptive Computer Lab – 9 stations available to students with disabilities
- Study Skills Videotape Library – 42 Video Instruction and taped DSS workshops added for student checkout. Twenty five were purchased, 16 were made by DSS and 1 was donated
- Textbook Loan Program – 44 books were added to the DSS library this grant year (17 were bought by DSS and 27 were donated)
- Individualized Study Skill Instruction available to program students
- Writing Assistant available to assist students (individual/group) with outlines and written papers

Quantitative:

- 115 students with disabilities received program services
- 62% (71) of the students with disabilities were also first-generation college students (neither parent has a four-year degree)
- 70% (81) of the students were low-income (family taxable income for the preceding year did not exceed 150% of the poverty level)
- 86% (99) of DSS students completed the grant year in good academic standing
- 72% (83) of DSS students completed the grant year with a GPA of 2.5 or higher
- 45% (52) of DSS students completed the grant year with a GPA of 3.0 or higher
- Retention: 66% (76) of program students enrolled during the 2007-2008 grant year, persisted and returned Fall 2008

Disability Support Services
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Office of Disability Services



Makenzi Jones, Kathy Stewart, Christina Gregory, Grady Landrum—Director

The goal of the Office of Disability Services (ODS) is to provide the appropriate services for students with disabilities so they have a true college experience. Students who wish to receive services from ODS must provide documentation of their disability to the director of ODS. The director and student discuss the impact of the students' disability in an educational setting and then determine what services would be appropriate while the student attends Wichita State University. The student is the one who then chooses which of these services they will use in each class. ODS believes the student is responsible for using and advocating for services that will help them obtain a full college experience. Many people believe accommodations give students an unfair advantage in the class but ODS knows these services allow students with disabilities to participate alongside the other students in their classes. Success is never guaranteed, but ODS works hard to provide students complete access to the academic environment at WSU.

This year ODS joined forces with the Office of Undergraduate Admissions, TRIO Disability Support Services and the New Frontiers Transition Council of USD 259 by sponsoring the first ever college visitation day specifically designed for students with disabilities. This collaborative effort was met with great success as

72 students and 26 guests attended the Access College Today (ACT) program. The transition counselors from USD 259 made contact with students, obtained the proper permission from parents for the schools to allow the students to attend the program. USD 259 provided transportation to bring the juniors and seniors to WSU. Undergraduate Admissions organized handouts and information packets regarding WSU and they handled the electronic registration process for those attending. ODS and TRIO DSS organized the program and arranged for prizes to be given to students in attendance. Evaluations of the program reinforced that students loved the program and had many of their questions about attending college answered during the presentations from Admissions, Financial Aid, ODS, and TRIO DSS. Everyone looks forward to working on this event next year and making ACT an annual event at WSU.

Services and Accomplishments of ODS for 2007-08

- Served 294 students
- Provided 4,387 hours of sign language interpreting
- Spent 1,295 hours converting printed textbooks into audio books
- Provided 2,145 escorts for students and faculty
- Hired two new support staff
- Remodeled office
- Updated database
- Held first Access College Today program (98 participants)

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Talent Search



Tia Owens, Logan Stork, Manivone Souriya, Myron Richards, Stephanie Haynes, Larry Ramos—Director, Johanna Salas

Talent Search/Project Discovery is the highest funded (\$513,873) TRIO program in the state of Kansas and serves the most students of any Kansas TRIO programs (1,500). The program staff identifies middle school and high school students who have potential for success at the postsecondary level and encourages these students to complete secondary school and enroll in postsecondary education.

Since two-thirds of the Program's participants are low-income individuals who are potential first-generation college students, services to meet their unique academic needs are coordinated. The target area for the program includes high schools and middle schools in USD 259 and high schools in Southeast Kansas.

Counselors advise students on the Kansas Board of Regents pre-college curriculum to ensure postsecondary eligibility. A month-long summer program on high school preparation assists eighth grade students in making a successful transition from middle school to high school. Graduating seniors are advised on college choices and possible majors.

Students receive technical assistance in completing college admission applications and financial aid forms. Counselors assist students in utilizing convenient on-line applications. A computer lab for students to complete on-line applications and to complete the FAFSA is available.

Staff advises students on preparing for the ACT and SAT exams. The program's resource library houses study guides and practice test materials. Computers with ACT preparation software are available and the program staff conducts preparation workshops during the year. ACT registration fee waivers are provided to students who meet specific criteria.

Tutoring is provided to students attending certain middle schools in USD 259. The program employs 5 tutors specializing in math, language arts, and science. During the summer 50 students participate in the program's Middle School Summer Enrichment Program (SEP). The SEP is held on campus and students attend classes, go on field trips, and listen to motivational speakers. During the school year, the program collaborates with other pre-college TRIO and GEAR UP programs to offer homework assistance most evenings.

Outstanding accomplishments for the 2007-2008 grant year include:

- 1,567 students were served
- 1,069 students were low-income and potential first generation college students
- 98% of "college ready" participants graduated with their high school diploma
- 84% of "college ready" participants applied for financial aid
- 86% of "college ready" participants applied for admission to postsecondary education
- 79% of "college ready" participants enrolled in postsecondary

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Ronald E. McNair Post-Baccalaureate Achievement Program



LaWanda Holt-Fields—Director, Shukura Bakari-Cozart, Vicki Alfred

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

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

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

The Ronald E. McNair Post-baccalaureate Achievement Program is federally funded through the U.S. Department of Education. This Program was designed to provide research opportunities and other related academic experiences that promote the acquisition of doctoral degrees (Ph.D.) for first generation, low-income and underrepresented college students. The WSU program works with students from their sophomore through senior year, assisting them in preparing for graduate studies.

The various services offered through the Program are listed below.

- Assistance with developing personal and academic writing skills
- Course specific tutoring
- Summer Research Methods class
- Monthly Faculty-led Seminars, McNair Academy, Grad Prep/Seminar Meetings and Research Assembly Meetings
- Faculty Mentoring component
- Scholarly research throughout the academic year and summer program
- Opportunity to present research findings at local, regional and national conferences.
- Graduate Record Exam (GRE) preparation
- College campus visits

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Upward Bound Math/Science Regional Center



Jeanne Harris, Julie Scott, V. Kaye Monk Morgan—Director, Angela Johnson

The Upward Bound Math Science Regional Center is federally funded and hosted by Wichita State University, located in Wichita, Kansas. With the support of WSU and the cooperation of schools throughout Kansas, the program is designed to recruit and serve 50 students entering grades nine through twelve that have limited family incomes and have the potential to be the first in their families to complete a four-year degree. The major objective of the Math and Science Center is to prepare motivated program students for the college experience, and to demonstrate the relationship between higher education, responsibility to community and respect for oneself and others. Students are encouraged to participate in an academic year component as well as summer, residential component.

During the academic year, regional students maintain contact with the UBMS office and attend workshops presented in their home communities. Students that live in the Wichita Metropolitan area participate in the Leadership Academy.

The Academy attempts to prepare UBMS students for community leadership, both socially and academically.

Students participate in bi-weekly Academy Seminars to sharpen their skills through community service, guest speakers, action planning, presentations and academic and post-secondary

planning. Students in need of academic assistance also attend tutoring sessions on a weekly basis.

The ultimate goal of the Center's six-week summer program is to have students return to their schools and communities with a renewed interest in science, math, and computer technology. For six weeks, participants attend a variety of courses developed to foster critical thinking, research and experimentation, and the art of presentation. All courses are hands-on in nature.

2007-2008 UBMS Accomplishments:

- 93% of UBMS seniors graduated from high school
- 100% of high school graduates 25/25, matriculated to post-secondary school the fall following high school graduation
- Nine students are confirmed as attending post-secondary school on full ride (Merit Based) scholarships
- ACT test scores for the graduating class of 2008 were above the national and state averages

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Upward Bound Wichita Prep



Jerris Martin, Charlie Jenkins, Rhonda Hicks—Director of Operations, Alma Freeman, Travis Feeney

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

The Academic Component

The Academic Year Component provides support to students, augmenting academic instruction provided by the Wichita Public School System. The Academic Year Component runs September - May of each year. Students participate in academic instruction, one-on-one tutoring in academic subjects, college and career exploration, seminars and workshops, campus visits, secondary & postsecondary preparation, social & cultural enrichment, financial aid application assistance, ACT Test preparation, personal guidance, leadership conferences, fundraisers, National TRIO Day activities and bi-weekly Saturday Sessions. Bi-weekly Saturday Sessions consist of tutorial assistance, dynamic speakers, workshops and

community service projects. Activities are designed to improve skills in classes and enhance grades and general academic performance. Active participation of students is required to ensure improvement, preparation and support.

The Summer Component

The Summer Residential Component is an important structured experience for participants. Students are in residence Sunday to Friday for six to eight weeks on the beautiful Wichita State University campus.

The purpose of the Summer Residential Component is to provide academic instruction, tutoring, guidance and counseling (individual and group), career information, post-secondary admissions advising and assistance, financial aid advising and assistance, and exposure to cultural events and academic programs. All activities are designed to stimulate a college-going experience for the participants. Summer participants include students who have successfully completed the academic year and eligible participants on the waiting list. Records of participants are reviewed to determine individualized schedules. Students are grouped according to their abilities. Prior to actual coursework, all students are assessed in all academic areas to determine placement. Pre and post testing assist in tracking and determining growth.

2007-2008 Upward Bound Wichita Prep Major Accomplishments:

- 60% of students had a 2.50 GPA or above
- 97.3% of students either returned to the program in the fall of 2008 or graduated
- 95.8% of all Seniors graduated from high school
- 62.5% of all Seniors enrolled in a post-secondary institution

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Veterans Upward Bound



James Holland, Tala Agha, Michael Aumack, Larry Britton—Director, Barbara Kae, Mike Stoller

Veterans Upward Bound - WSU (VUB) encourages, supports, and prepares willing participants to attend postsecondary institutions that prepare them for higher paying jobs with greater job mobility, more flexible career opportunities, and productive transition into civilian life. Comprehensive but academically focused services provided by the program aid participants in fully realizing educational potential and options.

The program designs courses, workshops and seminars, presentations, activities and services to ensure veterans have an opportunity to prepare and succeed in postsecondary education, a career and life after high school. The curriculum, services, and activities include:

- 1) Completing basic skills and advanced classes that prepare participants to successfully complete secondary and college courses;
- 2) Understanding the state and national standards developed for course curriculums;
- 3) Understanding advanced and basic skills for effectively using academic course techniques;
- 3) Improving English and math skills, including comprehension, writing, speaking clearly, math concepts and ability to pass English and math proficiency exams;
- 4) Using techniques and strategies for test taking, study skills, critical thinking and improving reading and time management;
- 5) Applying for financial aid and scholarships;

- 6) reading a college catalog and registering for classes; and understanding how to apply for college;
- 6) Exploring career options and understanding requirements to acquire skills and abilities (i.e. developing a resume and use of acquired skills.);
- 7) Communicating with other ethnic and racial groups; and
- 8) Pursuing other academic and educational avenues.

Veterans Upward Bound is here to support Veterans in reaching their goals.

Outstanding accomplishments for Fiscal year 2007 include:

- 120 Veterans Received Services
- 100% of Veterans completing program entered a post-secondary Institution
- 71% attended refresher courses in class or by Internet
- 100% received personalized counseling
- 35% Received Career/Job Support services
- 100% received Career Counseling
- 46% Received Computer Literacy to Mastery Training
- 5% received support through Disability Support Services
- 100% received academic advice and assistance

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Communication Upward Bound



Wilma Moore Black, Teja Veeragmachaneni, Ashley Cervantes, Rick Armstrong—
Director, Shyam Alugubelly, Carole Trapp

TRIO Communication Upward Bound offers at-risk youth in the Wichita area an opportunity to improve their communication skills and learn how to work with and write for varied media outlets.

The centerpiece of the program is a four-week intensive, residential summer camp housed on the Wichita State University campus and run by faculty and staff in the Elliott School of Communication. High school students discover the new world of communication while developing their public speaking, writing, and media production skills. Students produce their own newspaper, video broadcasts and web sites, and learn to work together in a professional setting to express their unique views.

Community media professionals contribute their time and skills to help mentor this important generation of future communicators. Year-round tutoring in all academic areas, field trips and Saturday activities help students stay in touch with their peers and mentors.

The Program Director is Dr. Richard Armstrong, a communication professor who has taught for more than 20 years at Wichita State University and previously taught at New Mexico State University and the State University of New York-College at Brockport. His doctorate is in Interpersonal and Public Communication from

Bowling Green State University. Dr. Armstrong has taught in Upward Bound programs and has grant administration experience with the Kansas Health Foundation and others.

"I can't tell you how pleased I am to be able to work with a program that offers so many benefits to area high school students," Dr. Armstrong said. "To see so many students receive such an excellent introduction to the communication field along with crucial academic tutoring/mentoring to prepare them for college is truly gratifying. An added blessing is to be able to work with a dedicated CUB staff as well as with staff from other TRIO/GEAR UP programs at WSU. The whole TRIO/GEAR UP initiative is a remarkable hand-up to at-risk participants that most people probably don't even know exists."

Communication Upward Bound ended its first program year Nov. 30, 2008. CUB is the only TRIO Upward Bound program in the country focused on careers in communication.

Outstanding accomplishments for the 2007-2008 academic year include:

- Students attended CUB's first summer camp in July 2008
- 50 students enrolled in the program
- More than 60% have been attending weekly tutoring and the Homework Assistance Program after-school sessions at Wichita State University
- Six students had entries that made the final rounds 2008 TRIO Quest competition, including a Gold award

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Student Support Services



Sandra Bush, Sharon Robertson, Vanessa Souriya-Mnirajid, Dr. Deema de Silva—
Director, Kimberly Woolf

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

Highlights:

Student Support Services implemented Council for Academic Standards (CAS) into the daily work of the program.

SSS received the highest level of funding for SSS-TRIO Programs in the State of Kansas: \$396,444.00.

Tutoring Services: 314 WSU credit hours were supported through 979.75 hours of outcome-based individualized semester long tutoring by 33 tutors, trained monthly through WSU course-CESP 750E Tutoring Techniques. 10 tutors earned College of Education credit through the CESP 750E WSU course.

Advising: Academic, course selection, degree planning, academic success skills, career, personal, financial aid, and graduate school entrance.

Educational and Cultural Enrichment

Activities: Academic Success Skills Development, Textbook Loan Library, Success Monthly Newsletter; 29th Annual Cultural Spring Fling; 29th Annual Awards and Recognition Banquet: Graduates (55), Scholarship winners (180) and Tutors (33). Administrator of the Year was

presented to Ms. Marilyn Yourdon, Director of Student Health Services.

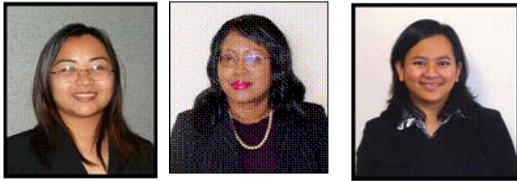
Technology Usage, Relational Database: Facilitates tracking, monitoring, documenting and evaluating student academic achievement in 15 computerized data files, with the assistance of 13 program manuals, thereby meeting measurable objectives in the US Dept. of Education's funded application. Services provided to students follow Government Performance and Resolution Act (GPRA) guidelines.

2007-2008 SSS Accomplishments:

- 272 students received program services
- 13% of SSS students were on the Dean's Honor Roll
- 11% received academic commendation
- 94% had cumulative GPA equal to or above 2.0
- 39% had cumulative GPA equal to or above 3.0
- 50 prior SSS students were enrolled in Graduate School at WSU (Source: University Registrar, 2007-08)
- 180 students were awarded program-based scholarships

<p>Student Support Services, 1845 Fairmount, Campus Box 81 Wichita, KS 67260-0081 Phone: 316-978-3715 Website: webs.wichita.edu/sss</p>

Educational Opportunity Centers Program (EOC)



Salyi Vu, Frances Ervin—Director, Ratna Sudarjanto

The Educational Opportunity Centers (EOC) Program mission seeks to provide educational opportunities for adults who desire to enter or re-enter a postsecondary institution. EOC has an infrastructure that allows adults to prepare for postsecondary education and acquire skills and abilities needed for college success. Services and activities are designed to enhance adult participants understanding of the connection between education and workforce. The program's primary goal is to assist low-income, first generation, veterans, and persons with disabilities. Assistance includes the completion and submission of: college applications, financial aid applications, and career exploration.

EOC's unique role resides in the provision of pre-college seminars (inclusive of computer technology labs) that prepare adults for technology smart classroom. Offering research based strategies for adults seeking to balance academics, work, and their personal life commitments is important to the success of the Program. The Program affords adults the opportunity to interact with a highly qualified and professional staff trained to understand the needs of the adult learner. The concept of the Educational Opportunity Centers was developed in 1972. Today, there exists a total of one hundred and thirty-seven EOC Programs, serving adults on a nationwide basis.

The Wichita EOC Program was funded in 2002 and housed at the Eugene M. Hughes Metropolitan Complex on the campus of Wichita State University. The Wichita Public Schools, the Urban League of Wichita, Mid America All Indian Center, Wichita State

University, and Butler County Community College were cooperative partners of the project--with the Wichita State University campus as the host institution.

Outstanding accomplishments for the 2007-2008 academic year include:

- 1,000 adults received services
- 73% of the participants were first generation and limited income
- 100% received correspondence/ newsletters/ information materials
- 100% of participants received admission and financial aid assistance
- 224 GED/HS Track Participants entered or re-entered a GED/HS Completion Program
- 335 College Ready participants entered or re-entered Postsecondary Educational institutions
- 50 College Ready participants were recognized during Adult Learner Week
- 155 Participants with disabilities received comprehensive services
- 28 Veterans received comprehensive services

EOC also sponsored the following:

- 3 Right Start to College Seminars
- 4 Financial Aid Workshops
- 98 Admissions Advising Modules
- 125 Group FAFSA Advising Modules
- 20 High School Completion Enrollment Sessions
- 27 Computer Technology Labs

Educational Opportunity Centers Program
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Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)



Top: Toby Martinez, Tyler Casey, Samantha Underwood, Mario Porras, Diangela Looney
Middle: Darlene Langley, Vic Chavez, Beth Randall, Kari Nilsen
Bottom: Barbara Koch, Jean Ryan, Corinne Nilsen—Director, Carmen Hein, Chul Choi

Kansas Kids @ GEAR UP (KKGU) is a state partnership grant, whose priority population are students in foster care. While investigating the needs of foster children and reviewing established data, it was discovered that nearly 40% of foster children do not graduate from high school and even fewer attempt college. The need is clear and the immediate goal of KKGU is to assist the target population to reach high school graduation, and prepare participants for postsecondary education.

KKGU has completed six years of providing college access and academic support service to foster care and low-income children across Kansas. Throughout the 2007-2008 grant year, all six service regions (Pittsburg, Kansas City, Topeka, Dodge City, Wichita and Emporia) provided support services across the state.

Additional KKGU goals include: supporting students academically by providing after school programming, providing college access services (i.e. college tours and career exploration services) and by hosting evening and weekend programming, such as family nights to educate families about requirements for postsecondary educational programs. The KKGU summer programs help students choose careers and explore the education needed to pursue those careers.

KKGU was able to offer scholarships to high school seniors enrolled and participating in the program. These high school graduates received

scholarships ranging from \$300 to \$3,000 a semester, depending on their financial need. Scholarships are used as an incentive to improve academic performance, high school graduation rates, and efforts towards setting career goals.

The goal for the current year is to provide students with educational resources in the areas of the state where they may be currently living and to examine the impacts of participation in KKGU on low-income and students in foster care.

Kansas Kids @ GEAR UP 2007-2008 Highlights

- 2,500 students (K-12) received services
- 193 high school seniors graduated
- 1,650 were foster care students living in foster and residential homes
- 1,000 received academic assistance
- 1,193 participated in summer programs
- 645 received advising, academic planning and/or career counseling
- 637 students attended educational and college preparation workshops
- 1,411 of students in grades 6-12 were promoted to the next grade level
- 238 high school students participated in college/campus tours to 25 Kansas universities and community colleges
- 1,076 of program students enrolled in KKGU during the 2006-2007 grant year persisted and returned in the fall of 2007 (minus graduates)
- 333 received mentoring services
- 585 attended program orientation
- 125 foster and biological parents attended the workshops offered
- For the 2004-2009 academic years, KKGU will have distributed more than \$1.4 million in scholarships to low-income and children in foster care

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Student Profile-ODS

Walk into a particular chemistry lab on Thursday afternoons and your first glance may lead you to believe it's just an ordinary class. But look again! Yes, the class is divided into small groups with each group working on their own experiment, but look closer. There they are—a group of 3 women working together, oblivious to everyone else, except the instructor. What makes this particular group so unusual? Is it their camaraderie, their laughter, their attention to the details of the experiment? It is all of these things and more! It is their mode of communication in the class. All 3 of these women, and their instructor, are deaf and they are communicating with sign language. This is the first time in the history of Wichita State University that deaf students have been able to fully participate in a chemistry lab, without the aid of a sign language interpreter.

Traditionally, a deaf student would enroll in a chemistry class and its lab, and would be the only deaf person in the class. That student would be expected to work in a lab group with the other students, and as a result, would require the services of an interpreter to make that collaboration possible. Often times, even with the interpreter there, the student would feel isolated and overlooked. Such has been the case for one particular student throughout his undergraduate degree, and the first year of his graduate degree. However, this year brought several changes to this scenario.

The shift in the norm began when 3 deaf students enrolled in chemistry 211 at the beginning of the fall semester. One of those students enrolled in a morning class, and the other 2 enrolled in an afternoon class. Of course, all three of them enrolled in separate labs, and the scheduling of interpreters began. All of a sudden, the possibility and opportunity of placing all three students in the same lab became very apparent. The chemistry department was contacted, and after several phone calls and schedule changes, these 3 students all had a place in the same lab. That plan, in

itself, has had a great effect on these students. Then, to top it all off, all 3 students were placed in the lab of the one chemistry instructor who had first-hand experience as the lone deaf student all of those years. It is great to watch all 4 of them working together, as one teaches and all of them learn.

So, walk into that particular chemistry lab on Thursday afternoon Fall 2008, and watch ALL of the students as they interact together. By the way, the interpreter is still in the room, but she's there now for the students who are sign language-impaired, so feel free to stop by and see what's going on!

Student Profile-GEAR UP

Jewel was a sixteen-year-old, eleventh grade high school student when she joined the Kansas Kids @ GEAR UP (KKGU) Program. She heard about KKGU through monthly college and career exploration focus groups, held by KKGU staff at her high school.

In the middle of her junior year, Jewel was placed in foster care through a local agency called Youthville, Inc. In the midst of the transition, she gave birth to a son. Rejection by her family, becoming a single mother of a newborn and struggles in school caused Jewel to develop an extremely negative attitude towards life.

During one focus group session, Jewel shared with the KKGU staff her wish to complete high school, attend college and to support herself and her baby while she pursued a bachelor's degree in nursing. The KKGU staff in turn agreed to provide Jewel with the resources and information she needed to pursue her wish.

During the next year, Jewel was encouraged by information shared in KKGU sessions and realized that her dream was obtainable. With clear confidence, Jewel discussed her goals with her school's career coordinator and with a little encouragement she decided that she would begin focusing on preparing for college rather than just getting out of high school. As she made this commitment, she began attending the college related activities and events offered at school. KKGU staff was supportive of Jewel's determination and the plan to succeed in her life. KKGU staff made regular phone contact with Jewel and offered advising, mentoring, and academic planning sessions via phone as well as in-person.

Jewel attended the National TRIO Day held by Wichita State University on February 20, 2008. She met and heard presentations from people who went through lots of challenges, yet continued with pursuing their education.

In the spring, Jewel felt that it would be important to check out college campuses that offered a degree in nursing. After attending a few campus visits, this seemed to motivate her even more to go to college. Jewel's only disappointment was in the high cost of college.



Soon after this, she attended a KKGU event titled, "GEAR UP For College", which focused on various financial aid opportunities. Jewel expressed to staff that the information presented provided the information she needed to seek out financial resources, like scholarships and grants, to help pay for her college tuition. Jewel admitted that she was previously unaware of the magnitude of financial assistance available.

Jewel continues to work hard and do well in school. She currently holds a 3.0 cumulative grade point average. Jewel has been studying hard and is scheduled to take the ACT in fall of 2008. She is currently working on completing the KKGU scholarship packet and is determined to be a scholarship recipient in the summer of 2009. Jewel is a student who truly symbolizes the mission of Kansas Kids @ GEAR UP, the "College Access Program."

Student Profile-McNair



Kerry Grosch, Ph.D.

It has been a long and trying road to earning her doctorate, but McNair Scholar Alum Kerry Grosch has never been known to take the easy route. Kerry successfully

defended her doctoral dissertation in November 2008, from the Community Psychology Ph.D. program at Wichita State University. “It’s been harrowing at times,” she candidly admits, “but no one says life is easy, and it ultimately makes reaching this goal much sweeter.”

“In a previous life, I was a journalist,” recalled Kerry, now 44. “I was a high school dropout with a knack for writing,” she said of the former career that earned her numerous awards through the Kansas Press Association. That was before she developed a repetitive motion injury. “I was pretty driven and enjoyed my work immensely,” said the divorced mother of three. “Suddenly, I was no longer able to write full-time, and physical therapy was telling me this wasn’t going away, so I’d better explore other options. I had three children to care for and bills to pay.”

Almost immediately after leaving journalism, friends suggested that she consider college. Kerry was dismissive: “All I could envision was having no income to care for my family, plus hours of note-taking and writing – which was precisely what I was trying to avoid!” However, after a fourth person suggested that she turn to higher education, she began wondering if maybe that was where she was supposed to be. She did not know there were note-takers and test-taking accommodation, or about Pell Grants and scholarships, nor did she know how she was going to commute from Hesston so her children could stay in a small town environment. For Kerry, this was

definitely a leap of faith. After applying, Kerry found WSU to be a welcoming community, and her first advisor, Phil Ladwig, quickly oriented her to programs and funding sources to make college feasible. As a parent of a child with special needs, Kerry eventually gravitated to education for her bachelor’s degree, so she could advocate for her child’s best interests. As a McNair program participant, Kerry partnered with mentor Nancy McKellar of the School Psychology program for three years of educational research. Two of those years, she was able to interview parents of children with needs similar to those of her child, and learned about what they were pushing for. Kerry thinks back fondly to those days with McNair: “My research and connection with Dr. McKellar directly guided the services I sought for my child, and the experience was instrumental in my considering graduate school. I wouldn’t have thought myself capable of graduate studies, but McNair said otherwise,” she recalled. They encouraged her to take the Graduate Records Exam (GRE), apply to a few places and let yourself dream.” So she dutifully completed applications and submitted materials to doctoral programs in school psychology. “It’s been a rewarding experience,” she said. “Sometimes, you just have to trust that things will work out – and they did.”

Today, Kerry is a Content Development and Research Specialist for Training and Technology Team (formerly Kids Training Team), which develops online training materials for mental health workers who provide community-based services throughout the State of Kansas. “I know it sounds cliché, but I do believe it’s where I’m supposed to be at this time in my life,” she said, smiling. “And McNair was instrumental in my getting here!”

Student Profile-DSS



Kimberly Grimes

Kimberly Grimes is a full-time student at Wichita State University. She has been a TRIO Disability Support Services (DSS) program participant since the fall semester of 2004 and is pursuing degrees in Criminal Justice and Philosophy.

Kim states, “entering the doors of education one will find several challenges in ways that distinguish discipline and perseverance. I have always dreamed of entering these doors, but hesitated. My perception of myself was indeed unconstructive. I felt atypical or basically different than others, because I could not hear. I met other people who were deaf or hard of hearing and realized through assurance and fortitude I could obtain my dreams and my goals.” Kim has a hearing impairment that requires her to use hearing aids to assist her in communicating with the world. Kim expresses that she is blessed to be assisted by a department of people who can relate to her disability as well as offer her support. In addition, DSS has helped her find confidence in her skills as a student, and Phil Bowers, the Academic Advisor/Study Skills Coordinator has provided her with the resources to help her succeed. “This program allowed me to attend workshops that helped improve my study skills and gave individualized tutoring in specific courses that I needed help with.”

Kim states that her most rewarding challenge as an undergraduate has been her experience as a McNair Scholar. She completed two years of academic research with two publications through Wichita State University. She relates, “I have

gained a more enriched understanding of the research process, meeting deadlines, obtaining approval from different institutions, revising and editing, all within an academic setting.” Kimberly is very involved in extra curricular activities. Kim is the president of the NTSA (Non – Traditional Student Association) and is a LAS senator for the Wichita State University Student Government Association (SGA). She is the Student Advocate for the SGA and is an advocate for the local deaf community.

Out of hundreds of scholarship entries, Kim was awarded the 2008 Association on Higher Education And Disability (AHEAD) Scholarship for Students with Disabilities. She was singled out for her excellent academic record, leadership qualities and contributions to the disability community. She will graduate with a Bachelors of Science in Criminal Justice in December of 2008. Her future plans are to continue her education by obtaining a Master of Arts in Criminal Justice, with the intent of achieving a PhD in Criminology, with a focus in criminological theory, organizational behavior, public policy analysis, and the psychology of criminal justice. Grimes states, “My future goals are to have the credentials to create policy and procedure focusing on correctional practice, rehabilitation; I also have interests in evaluating juvenile programs and conducting research.”

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