

40 YEARS OF TRIO

CELEBRATING THE
POWER OF EDUCATION

OKLAHOMA TRIO STATISTICS

2004 - 2005

WWW.ODSA.ORG

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Acknowledgements

This year marks the 40th anniversary of the TRiO programs. As we celebrate this occasion, we are reminded of the trials, challenges, triumphs, and victories that compose the rich history of TRiO. It is with a deep sense of reflection and appreciation that we, the Oklahoma Division of Student Assistance (ODSA) TRiO Booklet Committee present the 2004-2005 edition of the ***Oklahoma TRiO Statistics*** booklet. The goal of this publication is to increase awareness of the TRiO programs and to give insight into their purpose for our state and nation. It is also to be used as a means of informing individuals regarding the efforts and effects of the TRiO programs on education within the state of Oklahoma.

Publishing this book was a team effort, and the support of all who contributed is greatly appreciated. Among the many whom we would like to express our gratitude are: The TRiO Day Committee; Barry Lofton, TRiO Day Committee Chair; Kris Simpson, ODSA President; Cheryl Murdock, SSS Director; and Advanced Screen Printing of Edmond.

We thank those who submitted nominations for the Hall of Fame section, which is an integral part of this booklet. These and many more students deserve a great deal of recognition for their academic and individual achievements.

We appreciate the creative and talented individuals who continue to keep their organizations linked to the World Wide Web, allowing others to be educated and informed about their programs. Through these efforts, valuable information was obtained from the following:

The Oklahoma Division of Student Assistance Programs : www.ods.org

The Council for Opportunity in Education: www.trioprograms.org

The U.S. Department of Education : www.ed.gov

Oklahoma TRiO Day is to coincide with the date scheduled for recognition of the National TRiO Day, established by the 99th Congress, Resolution 278. It is on this day, February 14th, 2005, that we are privileged to present you with the 2004-2005 book of ***Oklahoma TRiO Statistics***.

Oklahoma Division of Student Assistance Programs

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Introduction To Federal TRiO Programs

**Upward Bound
Talent Search
Student Support Services
Veterans Upward Bound
Educational Opportunity Center
Ronald E. McNair Post-Baccalaureate Achievement
Upward Bound Math/Science
Training Program for Federal TRiO Programs
TRiO Dissemination Partnership Program**

In an effort to provide educational opportunity for all Americans and eligible non-citizens, Congress initiated the federal TRiO programs through the Higher Education Act of 1965. TRiO offers seven educational outreach programs that are designed to motivate, support and advocate for students from disadvantaged backgrounds. Many of the students that receive help through the TRiO programs may otherwise not have the opportunity for an education beyond high school. Training and dissemination partnership programs were also established to educate individuals and organizations regarding the objectives of TRiO. The programs provided by TRiO can be found in over 1,200 colleges, universities, and other agencies in America, and assists students in conquering not only economic difficulty, but class, social and cultural barriers, as well.

The TRiO programs have had a major impact on education in America, with over 2,600 programs currently serving nearly 873,000 low-income individuals. Those being served include 16,000 disabled students, and over 25,000 of our nation's veterans. This population also includes students from various ethnic backgrounds, with 37% Caucasian, 36% African-American, 19% Hispanic, 4% Native American, 2% Asian-American, and 2% listed as "Other," which includes multiracial students. The TRiO programs are committed to providing an equal educational opportunity to all individuals, regardless of age, race, gender, ethnicity, physical ability, social and/or economic circumstance.

For many communities, the TRiO programs are the only source of assistance available to help students in overcoming their barriers to higher education. Participants of an Upward Bound program are four times more likely to earn a college degree than those with similar backgrounds who do not. In addition,; and those who participate in the Student Support Services program are twice as likely to remain in college, as opposed to those from similar backgrounds who do not.

What makes TRiO different from other counseling programs in America are the educational and human services offered to its participants. Many of the students that are served come from disadvantaged backgrounds, and are desperately trying to break the cycle that has kept them from achieving their goals. Through TRiO, individuals have the opportunity to receive services that go beyond traditional counseling offered in high schools and colleges. In addition to their instruction in various academics, students may receive assistance in their admission to college, financial aid applications, tutorial services, and exposure to cultural events. TRiO counselors have an opportunity to work one-on-one with each student, allowing them to get to know each individual. They build both personal and professional relationships with their students, which is critical for success. A positive, supporting environment helps to encourage these students, and has inspired

many TRiO college graduates to return to their programs, motivating and enriching other students. The programs and professionals that make up TRiO are consistently committed and available to their students. Both Educational Talent Search & Upward Bound are programs focused on early intervention, effectively reaching students in grades 6-12, who have “college potential” but often do not recognize or understand their academic and career options beyond high school.

The TRiO programs are geared toward first generation and low-income prospective students, serving two-thirds of individuals that come from families with an income of under \$28,275 (family of four), where neither parent graduated from college. Like their students, many of the professionals working for TRiO have had to overcome similar class, social, academic and cultural barriers to succeed in higher education. As a result, they can effectively relate to their students, and know how to motivate these individuals despite the obstacles they may face.

TRiO programs are financed through Title IV funding, and support is based on evidence of need in a particular community or town. The criteria that determines this need includes income level, education attainment level, dropout rates, student to counselor ratio, social & economic conditions, and overall demographics. The programs are funded in rank order by means of competitive grant proposals that are performance based, operating toward specific, measurable outcome objectives. These objectives must be met each year in order to continue funding, allowing the programs to reach eligible participants that may benefit from TRiO’s services.



History & Purpose of TRiO Programs

Initiated in response to President Lyndon Johnson's War on Poverty, TRiO programs began with the Economic Opportunity Act of 1964 which created the *Upward Bound* program. One year later the Higher Education Act of 1965 produced the *Talent Search* program. The Higher Education Amendments of 1968 transferred Upward Bound into the Higher Education Act and authorized Student *Support Services*, the third in a series of federal educational opportunity programs that would be known as "TRiO."

In the following decades, the TRiO programs expanded and improved, providing a wider range of services to participants, and reaching more students who would need assistance. The Higher Education Amendments of 1972 added the fourth program to TRiO through implementation of the *Educational Opportunity Centers*. In the summer of that same year, *Veterans Upward Bound* was established by Congress as part of a special appropriation. The 1976 Education Amendments authorized the Training Program for Federal TRiO Programs.

New revisions in 1986 helped to create TRiO's sixth program, the *Ronald E. McNair Post-Baccalaureate Achievement* program. Four years later, in 1990 the *Upward Bound Math/Science* program was formed. In 1998, further Higher Education Amendments authorized the TRiO Dissemination Partnership Program, designed to encourage the replication of successful practices of TRiO programs.

The primary purpose of the TRiO Programs is to identify qualified individuals from disadvantaged backgrounds, to prepare them for a program of post-secondary education, to provide support services for such students who are pursuing programs of post-secondary education, to motivate and prepare students for doctoral programs, and to train individuals serving or preparing for service in programs and projects so designed.

Depending upon the specific program and its authority, there are a number of different permissible and/or required services offered to eligible participants.

- Academic advice and assistance
- Assistance in completing college admission and financial aid applications
- Assistance in preparing for college entrance examinations
- Guidance on and assistance in secondary school re-entry
- Personal and career counseling
- Tutorial services
- Exposure to college campuses, as well as cultural events, academic programs, and other sites or activities
- Workshops and counseling
- Mentoring programs
- Instruction in reading, writing, study skills, mathematics, and other subjects
- Special services to enable veterans to make the transition to post-secondary education
- Activities designed to assist students in 2 year institutions secure admission and financial assistance for enrollment in a four year institution
- Opportunities for research or other scholarly activities designed to provide students with effective preparation for doctoral study
- Instruction in mathematics through pre-calculus, laboratory science, foreign language, composition, and literature

Program Authority/ Authorization of Appropriations

**Higher Education Act of 1965, 1998 Higher Education Act Amendments
Subpart 2 - Federal Early Outreach & Student Services Programs
CHAPTER 1 - FEDERAL TRIO PROGRAMS
SEC. 402A, 20 U.S.C. 1070a – 11**

**Sec. 402B Higher Education Act of 1965
*SEC. 402B., 20 U.S.C. 1070a – 12 Talent Search***

**Sec. 402C, Higher Education Act of 1965
*SEC. 402C. 20 U.S.C. 1070a – 13 UPWARD BOUND***

**Sec. 402D Higher Education Act of 1965
*SEC. 402D. 20 U.S.C. 1070a – 14 STUDENT SUPPORT SERVICES***

**14 Sec. 402E Higher Education Act of 1965
*SEC. 402 E. 20 U.S.C. 1070a – 15A POST-BACCALAUREATE
ACHIEVEMENT PROGRAM AUTHORITY***

**Sec. 402F Higher Education Act of 1965
*SEC. 402F. 20 U.S.C. 1070a – 16 EDUCATIONAL OPPORTUNITY
CENTERS***

**Sec. 402G Higher Education Act of 1965
*SEC. 402G. 20 U.S.C. 1070a – 17 STAFF DEVELOPMENT ACTIVITIES***

**Sec. 402H Higher Education Act of 1965
*SEC. 402H. 20 U.S.C. 1070a – 18 EVALUATIONS AND GRANTS FOR
PROJECT IMPROVEMENT AND DISSEMINATION PARTNERSHIP
PROJECTS***

Professional Organizations

The TRiO programs have both state and regional professional organizations. These non-profit organizations provide its members the guidance and support needed to promote and guard the idea of educational opportunity for all TRiO eligible individuals. These associations assist the TRiO community in achieving its educational goals. The purpose of these organizations is to:

- ☑ Promote professional competency, efficiency, and to partner members and others associated with, and concerned about, student assistance programs
- ☑ Foster the development, improvement, and extension of educational opportunities for TRiO eligible persons who, because of financial, cultural, educational deprivation, disability, and limited English speaking ability, have not had those opportunities necessary for the development of their fullest potential
- ☑ To provide for improved communication between institutions and agencies sponsoring student assistance programs
- ☑ To foster a commitment to develop bold and innovative educational programs designed to provide opportunities for eligible participants to initiate, continue or resume secondary and/or post-secondary education
- ☑ To promote and provide individual and cooperative studies, research, workshops, seminars, conferences, effective models and related activities as may be desired or required to fulfill the purposes of the association
- ☑ To develop, maintain, and disseminate data pertinent to resolving issues to all bona fide participants and officials of student assistance programs
- ☑ To participate in ethical efforts geared to guarantee all membership equal rights, privileges, and benefits.

Oklahoma Division of Student Assistance (ODSA)

Oklahoma established its first TRiO programs in 1966, the year six Upward Bound programs opened the doors for their first summer component. Over the next four years, the program directors held informal meetings to discuss the challenges and issues they faced.

Walter O. Mason, often known as “The Father of TRiO,” called for his fellow program directors to organize state-wide professional associations. Through his encouragement, a handful of program directors (including Mr. Mason) established the Oklahoma Division of Student Assistance in 1971, becoming one of the first states to have a professional organization for TRiO personnel.

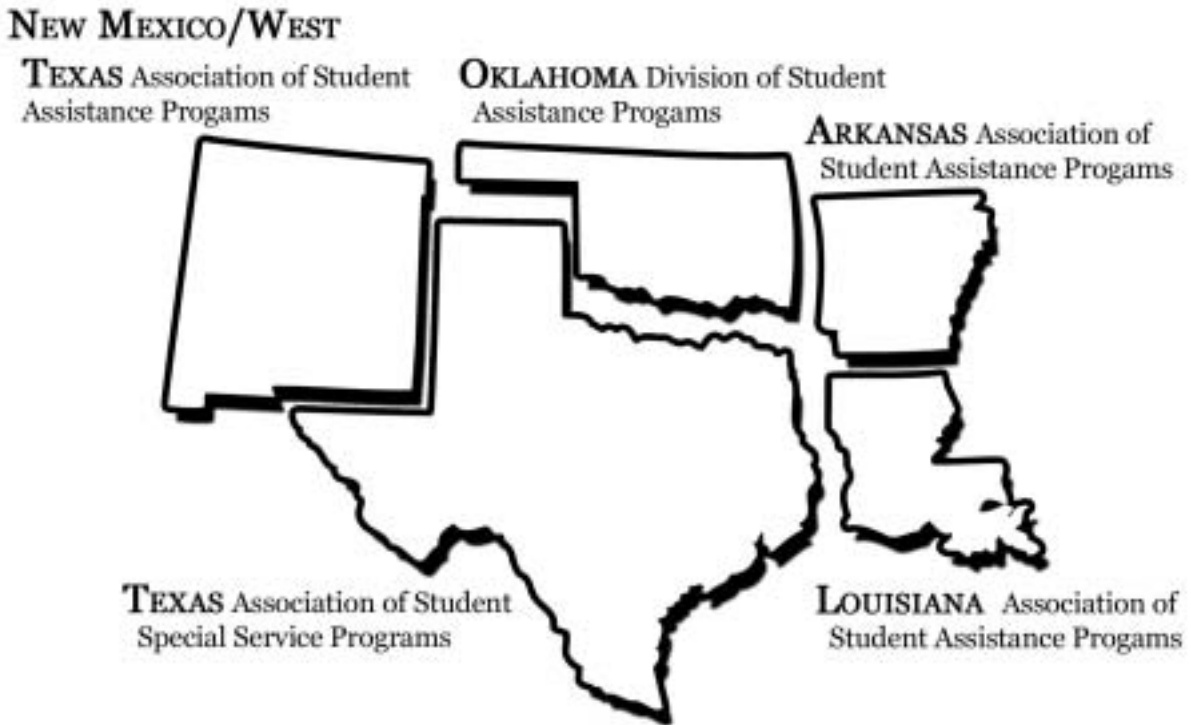
Today, ODSA serves nearly 200 TRiO professionals within the state of Oklahoma and membership continues to grow. Through its annual conference, ODSA continues to promote, develop and improve the educational opportunities for eligible individuals in Oklahoma.

Southwest Association of Student Assistance Programs (SWASAP)

Under President Nixon’s administration the TRiO programs were decentralized and administered from ten regional centers. These regional agencies were given full authority to fund, defund, and administer programs in their area. This environment created inconsistency in policy and priorities among TRiO programs.

In an effort to restructure their relationship with Washington officials, regional associations emerged. In 1972 the states of Texas, Oklahoma, Arizona, New Mexico, Louisiana and Arkansas formed the Southwest Association of Student Assistance Programs .

Currently serving over 135,000 participants, SWASAP encourages and supports members in their endeavor to serve the national and regional needs of the targeted population by conducting an annual meeting of TRiO members from each participating state.



National TRiO Funding Totals FY 2004

TRiO Program	Funding FY 2004	Number of Projects	Number of Participants
Upward Bound	\$ 274,097,258	763	56,679
Educational Talent Search	\$ 144,230,198	469	382,541
Student Support Services	\$ 263,030,892	935	196,237
Veterans Upward Bound	\$ 12,576,611	42	5,269
Educational Opportunity Centers	\$ 48,971,567	139	217,265
Ronald E. McNair Post-Baccalaureate Achievement	\$ 42,092,721	179	4,133
Upward Bound Math/Science	\$ 32,812,036	127	6,845
TRiO Training	\$ 5,299,275	13	3,688
Dissemination Partnerships	\$ 4,386,457	23	68
TOTAL	\$ 827,497,015	2,690	872,725

Total Funding **\$ 827,497,015**
Total Number of Awards **2,690**
Total Number of Participants..... **872,725**

Oklahoma TRiO Funding Totals FY 2004

TRiO Program	Funding FY 2004	Number of Projects	Number of Participants
Upward Bound	\$ 8,110,954	25	1662
Educational Talent Search	\$ 4,760,005	17	11,900
Student Support Services	\$ 5,874,452	20	4,133
Veterans Upward Bound	\$ 754,725	3	360
Educational Opportunity Centers	\$ 2,155,933	5	8,800
McNair Scholars Program	\$ 903,490	4	84
Upward Bound Math/Science	\$ 1,843,675	7	384
Total	\$ 24,403,234	81	27,323

Total Funding \$ 24,403,234
Total Number of Awards 81
Total Number of Participants..... 27,323

Upward Bound (UB)

Program Description:

The Upward Bound program attempts to generate skills and motivation necessary for success in education beyond high school. Participants are students currently enrolled in high school who meet the low-income and/or potential first generation college student requirement and who are willing to prepare themselves for entry into post-secondary education.

Participant Eligibility:

Student must have completed the eighth grade, be between the ages of 13 and 19 (unless they are a veteran participant), be enrolled in high school, be planning to attend college, and need the services Upward Bound provides in order to fulfill their goals. Two-thirds of the participants must be low-income and be potential first generation college students. The remaining participants must be low-income *or* first generation. Participants are selected based on recommendations from their counselors, teachers, and social service agencies.

Sponsoring Institutions:

Upward Bound programs may be sponsored by institutions of higher education, public and private non-profit agencies, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for regular Upward Bound funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application.

Services Provided:

- Instruction in math through pre-calculus, lab science, foreign language, composition, literature, & other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to cultural events
- Tutorial services
- Information on post-secondary education opportunities
- Information on student financial assistance
- Assistance in completing college admissions testing and applications, as well as financial aid applications
- Exposure to the range of career options where the disadvantaged person might be under-represented

Oklahoma UB Funding, FY 2004:

Awarded \$ 8,110,954
Number of Awards 25
Number of Participants 1,662

National UB Funding, FY 2004:

Awarded \$ 274,097,258
Number of Awards 763
Number of Participants 56,679

Educational Talent Search (ETS)

Program Description:

The Educational Talent Search program identifies eligible young people who have the desire and potential for success in post-secondary education. ETS encourages participants to continue in and graduate from secondary schools, or to return to high school if they have dropped out. The goal of ETS is to have participants enroll in some form of post-secondary education.

Participant Eligibility:

Students must be between the ages of 11 and 27, and have completed five years of elementary education. In any given project, two-thirds (2/3) of the participants must be low-income persons who are also potential first generation college students.

Sponsoring Institutions:

Educational Talent Search programs may be sponsored by institutions of higher education, public and private non-profit agencies, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for Educational Talent Search funding are held every four years. Second, third, and fourth year funding is based on approval of non-competing continuation application.

Services Provided:

- Student academic, financial and personal counseling
- Career exploration and aptitude assessments
- Assistance with the re-entry process to high school or college
- Information on post-secondary
- Personal development workshops in areas such as test taking and study skills
- Assistance in completing college admissions testing and applications, as well as financial aid applications
- Personal growth activities focused on sixth, seventh and eighth graders
- Tutoring sessions for students with academic needs
- Parental involvement
- Mentoring
- Workshops for families of participants

Oklahoma ETS Funding, FY 2004:

Awarded \$ 4,760,005
Number of Awards 17
Number of Participants 11,900

National ETS Funding, FY 2004:

Awarded \$ 144,230,198
Number of Awards 469
Number of Participants 382,541

Student Support Services (SSS)

Program Description:

The Student Support Services Program provides supportive services to disadvantaged college students to enhance their potential for successfully completing the education program in which they are enrolled and to facilitate their transition to the next level of higher education.

Participant Eligibility:

To receive assistance, student must be enrolled, or accepted for enrollment, in a program of post-secondary education at a sponsoring institution of higher education and have an established need for academic assistance. All participants must be low-income, first generation, and/or physically disabled.

Sponsoring Institutions:

Student Support Services Programs may only be sponsored by institutions of higher education. Each applying institution must be prepared to assure that each student participating in the project will be offered sufficient financial assistance to meet that student's full financial need.

Application/Funding Process:

Competitions for Student Support Services funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application.

Services Provided:

- Instruction in reading, writing, study skills, mathematics and other subjects necessary for success in education beyond high school
- Tutorial services, mentoring, and information about career options
- Academic, financial, and personal counseling
- Exposure to cultural events
- Assistance in obtaining student financial aid
- Assistance in securing admission and financial assistance for enrollment in four-year institutions (function of SSS at two-year institutions)
- Assistance in securing admissions and financial assistance for enrollment in graduate and professional programs (function of SSS at four-year institutions)
- May be specifically designed for students of limited English proficiency

Oklahoma SSS Funding, FY 2004:

Awarded \$ 5,874,452
Number of Awards 20
Number of Participants 4,133

National SSS Funding, FY 2004:

Awarded \$ 263,030,892
SSS Grant Aid 935
Number of Awards 196,237

Veterans Upward Bound (VUB)

Program Description:

The Veterans Upward Bound program attempts to generate skills and motivation necessary for success in education beyond high school for veterans seeking to prepare themselves for entry into post-secondary education.

Participant Eligibility:

The program targets veterans enrolled in adult education programs planning to attend college, or college veterans with less than 60 hours who need the services of VUB in order to fulfill their goals.

Sponsoring Institutions:

Veterans Upward Bound programs may be sponsored by institutions of higher education, public and private non-profit agencies.

Application/Funding Process:

Competitions for Veterans Upward Bound funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application.

Services Provided:

- Instruction in reading, writing, study skills, mathematics and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to cultural events
- Tutorial services
- Information on post-secondary education opportunities
- Information on student financial assistance
- Assistance in completing college admissions testing and applications, as well as financial aid applications
- Exposure to the range of career options where the disadvantaged person might be under-represented

Oklahoma VUB Funding, FY 2004:

Awarded \$ 754,725
Number of Awards 3
Number of Participants 360

National VUB Funding, FY 2004:

Awarded \$ 12,576,611
Number of Awards 42
Number of Participants 5,269

Educational Opportunity Centers (EOC)

Program Description:

The Educational Opportunity Centers program provides assistance and information to adults who seek to enter or continue in a program of post-secondary education.

Participant Eligibility:

The program targets persons who express a desire to enroll, or re-enroll, in a post-secondary program, and those who request information and assistance in applying for admission and/or financial aid. At least two-thirds (2/3) of the student must be low-income, first generation college persons, age 19 or above, who need services in order to pursue a post-secondary education. If the services of an Educational Talent Search program are not available in the target area, persons under 19 may be served by an EOC.

Sponsoring Institutions:

Educational Opportunity Center programs may be sponsored by institutions of higher education, public and private non-profit agencies, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for Educational Opportunity Center funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application.

Services Provided:

- Academic, financial and personal counseling
- Career exploration and aptitude assessments
- Personal and group counseling
- Assistance with entry or re-entry into a GED or other program of secondary education
- Assistance in completing college admissions applications and testing
- Assistance with financial aid applications
- Coordination with nearby post-secondary institutions
- Basic academic skills classes
- Media activities designed to involve and acquaint the community with higher education opportunities
- Tutoring and mentoring programs

Oklahoma EOC Funding, FY 2004:

Awarded \$ 2,155,933
Number of Awards 5
Number of Participants 8,800

National EOC Funding, FY 2004:

Awarded \$ 48,971,567
Number of Awards 139
Number of Participants 217,265

Ronald E. McNair Post-Baccalaureate Achievement (MS)

Program Descriptions:

The Ronald E. McNair Post-Baccalaureate Achievement program (also known as the McNair Scholars program) provides opportunities at the undergraduate and graduate levels for research or other scholarly activities at institutions or graduate centers designed to provide students with effective preparation for doctoral study.

Participant Eligibility:

Students must be enrolled in a degree program at an eligible institution. In any given project, two-thirds (2/3) of the participants must be low-income persons who are also potential first generation college students. The remaining participants must be from a group who is under-represented in graduate education.

Sponsoring Institutions:

McNair Scholars programs may only be sponsored by institutions of higher education.

Application/Funding Process:

Fiscal year 1989 was the first year of funding for the McNair Scholars program. Grants are awarded for four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application.

Services Provided:

- Opportunities for research
- Summer internships
- Tutorial services
- Academic counseling
- Seminars
- Assistance in obtaining student financial aid
- Assistance in securing admission to graduate programs
- Mentoring programs
- Exposure to cultural events

Oklahoma MS Funding, FY 2004:

Awarded \$ 903,490
Number of Awards 4
Number of Participants 84

National MS Funding, FY 2004:

Awarded \$ 42,092,721
Number of Awards 179
Number of Participants 4,133

Upward Bound Math/Science (UBMS)

Program Description:

The Upward Bound Math/Science program initiative seeks to strengthen the math and science education of participating students and assists them in demonstrating competency in those areas.

Participant Eligibility:

Students must have completed the ninth grade, be between the ages of 13 and 19 (unless they are a veteran participant), be enrolled in high school, be planning to attend college, have an interest and aptitude for careers in math and science, and need the services UBMS provides in order to fulfill their goals. Two-thirds (2/3) of the participants must be low-income and be potential first generation college students. The remaining participants must be low-income or first generation. Participants are selected based on recommendations from their counselors, teachers, and social service agencies.

Sponsoring Institutions:

Upward Bound Math/Science programs may be sponsored by institutions of higher education, public and private agencies and organizations, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application.

Services Provided:

- Six-week intensive math (including computer science) and science programs during the summer (this summer instructional component is designed to simulate a college-going experience)
- Year-round academic, financial, or personal counseling
- Exposure to experts performing research activities in math and science
- Tutorial services
- Core curriculum instruction including mathematics through pre-calculus, laboratory science, hands-on experience in laboratories, as well as in computer facilities and at field sites
- Computer training
- Participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor

Oklahoma UBMS Funding, FY 2004:

Awarded \$ 1,843,675
Number of Awards 7
Number of Participants 384

National UBMS Funding, FY 2004:

Awarded \$ 32,812,036
Number of Awards 127
Number of Participants 6,845

Training Program for Federal TRiO Programs and TRiO Dissemination Partnership Program

Directors and staff employed by the Federal TRiO Programs are able to receive funding for further enhancement of knowledge, abilities and proficiency in their specific projects by means of the Training Program for Federal TRiO Programs. Through this program, employees may obtain experience by means of conferences, seminars, internships, workshops and/or publication of manuals. Topics for learning will be established by the Secretary of Education, and announced in the Federal Register notice for application.

The Training Program for Federal TRiO Programs can include:

- Improving student retention
- Counseling services
- Student testing
- Working with specific TRiO populations
- Legislative and regulatory requirements
- Program evaluation
- Assisting students in securing adequate financial aid
- The design and operation of model TRiO projects
- New directors training
- Use of appropriate educational technology
- Training Opportunities for Federal TRiO Programs' Personnel

Further assistance may be provided through the TRiO Dissemination Partnership Program, which provides grants that enable TRiO programs to work with other agencies and schools that serve eligible clients, but do not have TRiO funding or projects at their organization. In doing so, TRiO programs will be able to help these other agencies learn and adapt successful components, practices and activities that are typically utilized by TRiO, and employing them in everyday use to assist their students.

Typical practices through this grant include:

- The effective use of technology
- Business and community partnerships and K-12 collaborations
- Program evaluations and assessments of student outcome
- Increased student retention and college completion
- Increased participation of underrepresented groups in undergraduate and graduate study
- Advancing the awareness of underserved groups in the benefits of TRiO programs

Oklahoma TRiO Programs Overview

Institution	Participants	FY 2004 Funding
UPWARD BOUND		
Bacone College	55	\$ 279,496
Cameron University	57	\$ 287,703
Carl Albert State College/North	50	\$ 220,000
Carl Albert State College/Poteau	92	\$ 459,440
Chickasaw Foundation	55	\$ 279,496
Chickasaw Foundation	50	\$ 234,624
Choctaw Nation of Oklahoma	56	\$ 277,677
Connors State College	60	\$ 421,650
East Central University	110	\$ 492,782
Langston University	83	\$ 417,774
Northeastern Oklahoma A & M College	70	\$ 334,624
Oklahoma City Community College	60	\$ 287,703
Oklahoma Panhandle State University	50	\$ 220,000
Oklahoma State University/OKC	76	\$ 379,496
Oklahoma State University/Stillwater	70	\$ 284,624
Quality Educational Services for Today & Tomorrow, Inc.	50	\$ 220,000
Quality Educational Services for Today & Tomorrow, Inc.	50	\$ 220,000
Redlands Community College	55	\$ 278,072
Rogers State University	92	\$ 459,986
Seminole State College	65	\$ 325,119
Southeastern Oklahoma State University	93	\$ 462,486
Southeastern Oklahoma State University	50	\$ 234,624
Southwestern Oklahoma State University	73	\$ 367,565
University of Central Oklahoma	70	\$ 331,389
Western Oklahoma State College	70	\$ 334,624
Total 25	1662	\$ 8,110,954
EDUCATIONAL TALENT SEARCH		
American Indian Resource Center, Inc.	850	\$ 328,548
Cameron University	775	\$ 334,868
Carl Albert State College	600	\$ 204,000
Carl Albert State College	650	\$ 297,817
Chickasaw Foundation	600	\$ 204,000
Choctaw Nation of Oklahoma	600	\$ 204,000
East Central University	1050	\$ 513,568
Langston University	775	\$ 347,522
Northeastern State University	600	\$ 204,000
Oklahoma State University/OKC	600	\$ 204,000
Oklahoma State University/Stillwater	600	\$ 204,000
Oklahoma State University/Stillwater	600	\$ 204,000
Quality Educational Services for Today & Tomorrow, Inc.	600	\$ 204,000
Rogers State University	750	\$ 289,868
Rose State College	750	\$ 320,505
Seminole State College	700	\$ 311,487
Southeastern Oklahoma State University	800	\$ 383,822
Total 17	11,900	\$ 4,760,005

STUDENT SUPPORT SERVICES

Bacone College	140	\$ 260,181
Cameron University	221	\$ 357,673
Carl Albert State College/Poteau & Sallisaw	282	\$ 391,210
Connors State College	160	\$ 228,825
East Central University	250	\$ 393,438
Eastern Oklahoma State College	150	\$ 260,181
Langston University	250	\$ 476,436
Murray State College	275	\$ 328,157
Northeastern Oklahoma A&M College	150	\$ 228,825
Northeastern State University	175	\$ 266,811
Oklahoma State University	180	\$ 268,947
Redlands Community College	200	\$ 246,134
Rogers State University	300	\$ 341,916
Seminole State College	160	\$ 228,825
Southeastern Oklahoma State University	300	\$ 318,979
Southern Nazarene University	160	\$ 209,814
St. Gregory's University	160	\$ 228,825
University of Central Oklahoma	160	\$ 209,814
University of Oklahoma	300	\$ 400,636
Western Oklahoma State College	160	\$ 228,825
Total 20	4,133	\$ 5,874,452

VETERANS UPWARD BOUND

Connors State College	120	\$ 267,139
East Central University	120	\$ 222,267
Seminole State College	120	\$ 265,319
Total 3	360	\$ 754,725

EDUCATIONAL OPPORTUNITY CENTERS

Carl Albert State College	2000	\$ 481,477
East Central University	1050	\$ 422,956
Rogers State University	3300	\$ 575,523
Southeastern Oklahoma State University	1450	\$ 471,977
Tulsa Community College	1000	\$ 204,000
Total 5	8,800	\$ 2,155,933

RONALD E. MCNAIR ACHIEVEMENT

Cameron University	20	\$ 220,861
East Central University	24	\$ 241,775
University of Central Oklahoma	20	\$ 220,427
University of Oklahoma	20	\$ 220,427
Total 4	84	\$ 903,490

UPWARD BOUND MATH/SCIENCE

Carl Albert State College	57	\$ 285,583
Chickasaw Foundation	50	\$ 220,000
Choctaw Nation of Oklahoma	55	\$ 255,743
East Central University	57	\$ 288,383
Oklahoma State University/Stillwater	50	\$ 220,000
Rogers State University	58	\$ 288,383
Southeastern Oklahoma State University	57	\$ 285,583
Total 7	384	\$ 1,843,675

TRiO Programs by Congressional District

District 1:	District 3:	District 5:
Representative John Sullivan	Representative Frank Lucas	Representative Ernest Istook
Tulsa Community College EOC	Langston University SSS, TS, UB	Oklahoma City Community College UB
TRiO Programs1	Oklahoma Panhandle State University UB	Oklahoma State University - OKC TS, UB, SSS
Total No. of Students Served 1,000	Oklahoma State University TS (2), UB, UBMS	Seminole State College SSS, TS, UB, VUB
Total Amount Awarded \$204,000	Redlands Community College SSS, UB	Southern Nazarene University SSS
District 2:	Southwestern Oklahoma State University UB	St. Gregory's University SSS
Representative Dan Boren	Western Oklahoma State College SSS, UB	University of Central Oklahoma MS, SSS, UB
American Indian Resource Center, Inc. TS	TRiO Programs13	TRiO Programs 13
Bacone College UB, SSS	Total No. of Students Served 3,036	Total No. of Students Served 2,531
Carl Albert State College EOC, TS (2), UBMS, UB (2), SSS	Total Amount Awarded\$3,829,576	Total Amount Awarded \$3,471,165
Choctaw Nation TS, UB, UBMS	District 4:	
Connors State College SSS, UB, VUB	Representative Tom Cole	
Eastern Oklahoma State College SSS	Cameron University MS, SSS, TS, UB	
Murray State College SSS	Chickasaw Foundation TS, UB (2), UBMS	
Northeastern Oklahoma A&M College SSS, UB	East Central University EOC, MS, SSS, TS, UB, UBMS, VUB	
Northeastern State University SSS, TS	Rose State College TS	
Quality Educational Services for Today & Tomorrow, Inc. TS, UB (2)	University of Oklahoma MS, SSS	
Rogers State University EOC, SSS, TS, UB, UBMS	TRiO Programs 18	
Southeastern Oklahoma State University EOC, SSS, TS, UB(2), UBMS	Total No. of Students Served 5,559	
TRiO Programs 36	Total Amount Awarded \$5,700,834	
Total No. of Students Served 15,197		
Total Amount Awarded \$11,197,659		

ODSA
HALL OF FAME
2004-2005

40

YEARS OF TRIO

**CELEBRATING THE POWER
OF EDUCATION**

ODSA HALL OF FAME HONOREES

DEMETRIES BALDWIN

Rogers State University
Educational Talent Search



G.P.A.: 3.5

Leadership Activities: Webster High School Basketball team member, school choir participant, Madrigal Troop member, and a member of the Tulsa African American Student Association

Community Involvement: Active member in her church youth group, leads charitable ventures to raise money for the organization's outreach ministry, volunteers as a babysitter at the church nursery, and an ETS tutor for the middle school

In their own words: Ms. Baldwin believes that ETS has been a tremendous help to her. She has found that she began thinking about going to college much earlier than she would have otherwise. She further states that ETS has made her focus and organize her time better to balance her busy schedule of school and community activities. She believes that the highlight of ETS thus far has been to visit numerous college campuses where she might attend after high school.

After high school, this talented vivacious young woman will go on to The University of Oklahoma. Her long range plans are to some day be admitted to Medical School and become a Pediatrician.

ERIC BALL

Langston University
Student Support Services



G.P.A.: 3.0

Community Involvement: Member of the Kappa Phi Kappa fraternity

In their own words: I am a junior at Langston University, from Chicago, Illinois. I joined the Student Support Services my freshmen year.

Student Support Services has provided me with quality services, such as peer advising, tutoring, mentoring, career searches, etc. I have attended several cultural events with the staff. The staff conduct activities that provide the students with the updates. My retention specialist also keeps me updated of all upcoming events.

Student Support Services provide employment opportunities for students in the program, such as tutors, peer advisors, and office assistants.

Last summer, I had the opportunity to travel with the Langston University Study Abroad program to West Africa. It was a good experience and I would like to return. We observed the different cultures and lifestyles.

In closing, I appreciate the services the Student Support Services has provide me and would recommend the program to any students.

MICHELLE BEARD

Cameron University
Upward Bound



G.P.A.: 4.8

Honors and Awards: Selected to participate in the SWASAP Student Leadership Conference in 2003, awarded for highest science score on the ACT PLAN, star volleyball player for her team

Community Involvement: Serves on the area Teen Court, participates in Key Club, and volunteered to help with the *Boulevard of Lights* parade in 2004

In their own words: In Upward Bound, I have learned incredible amounts of important information which I feel puts me at an advantage over other students who do not have the TRiO programs.

One of the advantages I feel that I received from TRiO is the preparation of college. In the summer, we are allowed to experience living on campus. This experience lessens the fear and uncertainty of college because it familiarizes the structure and layout of a large campus.

Another advantage of TRiO is the information about college like financial aid. If I didn't have the program I probably wouldn't know about FAFSA or OTAG. College scares high school students, and I have learned from this program not to fear it but embrace it.

ODSA HALL OF FAME HONOREES

ANDREA BENGE

Northeastern State University
Educational Talent Search



G.P.A.: 3.8

Academic Achievements: President's Honor Roll, Completion of AP U.S. History, AP Language & Composition, AP Literature, and Salutatorian of High School Class

Community Involvement: Church Youth Group, 4-H Forestry Co-Coach, TSA (Technology Student Association) Conference Judge, Involvement in Local Chili Supper & Pie Auction Benefits, and Completion of over 100 hours community service

In their own words: Being a first generation college student, one of the barriers I had to overcome was simply applying to college and finishing high school with honors.

TRIO helped me to decide which college would best suit my career goals. After deciding on NSU, Bonnie helped me with the enrollment process by helping me complete forms and applications.

Now in my first year of college at NSU, the TRIO ladies have helped me get around campus (which is hard for the directionally challenged) and to keep my grades up. TRIO has had a major affect on my current college status and on my life.

VEDA BOGGS

Oklahoma State University-OKC
Student Support Services



G.P.A.: 4.0

Community Involvement: member & volunteer at Victory Christian Center, member S.O.S. (Sharing Our Strengths) Spiritual Program

Leadership Activities: Certificates in - Supervising Off-site Employee's, Interaction Management, Creating Positive Support Strategies, Managing Unacceptable Behavior

In their own words: This program has and continues to assist me in being dedicated and committed to the higher learning goals of a college student. The program teaches one to think through the task that is laid ahead, plan your day, plan and develop the study habits that will help you attain the goal, set goals, reach goals. Student Support Services is readily available, one only has to take advantage of it and I DO. I use the tutors and the computers and the space provided.

Math was truly the biggest barrier of all, computer literacy was second. I have overcome by critical thinking process and plan on being active in my studies. I am confident now and know that the time and effort I put in is directly related to the result I will and want to see.

CURTIS CANADY

Langston University
Student Support Services



G.P.A.: 3.1

Awards and Honors: Winner of Lunna Alumni Scholarship, two time winner of Student Support Services Grant Award, and voted Mr. International Studies to represent his major Langston University

Leadership Activities: Member of SIFE (Students In Free Enterprise), President of the Spanish Club, and Tutor for the English Department

In their own words: TRiO programs such as Upward Bound and Student Support Services has definitely been beneficial to me during my high school and collegiate years.

Ever since my junior year of high school TRiO has played a very important role in various academic achievements I have obtained from then until now. I remember the first time I was informed about TRiO when I was a sophomore in high school. At first being a young high school student I really didn't think much about TRiO and I thought it would be a waste of precious time. A couple months later TRiO was brought to my attention again, and after careful review I decided that I should really take full advantage of this opportunity while I have the chance. TRiO programs have played a major role in helping me become a better student.

ODSA HALL OF FAME HONOREES

ADRIAN CHAVEZ

Cameron University
McNair Scholars



G.P.A.: 3.3

Academic Achievements: Member of Louis Stokes Alliance, pursuing an undergraduate in Biology and minor in Chemistry, research in paleobotany, presented research at numerous meetings in Oklahoma and Missouri

Honors and Awards: Student Support Services tutor of excellence award for the '03-'04 year, Biology Club tuition waiver award

In their own words: When leaving the U.S. Army I was very intimidated and unsure about my future. What I did know was that a college education would be a good place to start. At first, I could not see past an undergraduate. I felt that a graduate degree was simply out of reach, especially since I have two young children and a wife.

Becoming involved in the McNair program has given me vast opportunities to spend time with others who have their PhD or who are working toward that goal. I attended many meetings and conferences at which I spoke with college representatives. I now am armed with knowledge about how to get a research assistant, teachers assistant, or a fellowship when getting into a graduate program. I have also benefited from the program's workshops which help students prepare for taking the GRE and the proper channels for obtaining research grants.

CARLA COCHRAN

Southeastern Oklahoma State
University-EOC



G.P.A.: 4.0

Community Involvement: Oklahoma Certified Foster Parent, American Heart Association Volunteer, Secretary and Treasurer of the local Headstart School Parent Center Meetings

Leadership Activities: Member of the Today's Non-Traditional Student (TNT) Student organizational group at Southeastern Oklahoma State University

In their own words: TRiO EOC, namely, Guidance Specialist, Teriki Hicks, visited our local Headstart School Parent Center Meeting and gave much needed information regarding furthering our education. With her professionalism and friendly atmosphere, I was enlightened and encouraged to fulfill my educational dreams.

The Trio Program has been a wonderful asset. I was assisted with financial aid forms, allowing time aside for any questions I may have needed answered, and I was given a tour of the campus to familiarize myself, alleviating some fears. With being considered a "non-traditional" student, many facilities are somewhat geared toward younger individuals. The Trio Program assists all individuals. It is comforting to have the Trio family nearby. I am thoroughly enjoying my educational adventure, and I can now begin to see the light at the end of the tunnel of my career dreams!

JESSICA COLLINS

Chickasaw Foundation
Upward Bound



**Graduated with Bachelors in
Business Administration**

Honors and Awards: Page in Oklahoma House of Representatives, Vice Presidents Honor Roll, Phi Theta Kappa Member, Dean's Honor Roll, All-American Scholar, National Dean's List

Community Involvement: Volunteer at Daughter's School, Soup Kitchen Volunteer

In their own words: The TRIO program has helped me in so many ways that it is not limited to academics. It reaches into all areas of my life: academics, personal and professional.

Academically, the TRIO program has kept me focused and faithful to improving and reaching my potential. The program allowed me to focus my attention to where it needed to be early in high school. It was the first year of camp that helped me to recognize and surround myself with friends that would help me succeed. The staff at the Chickasaw Nation Upward Bound program gave me the confidence to keep on trying and never give up. To this day, I continue to ask their advice and confide in them.

ODSA HALL OF FAME HONOREES

NORA CONTRERAS-ALMEIDA

University of Central Oklahoma
McNair Scholars



G.P.A.: 3.3

Honors and Awards: Deans Honor Roll, Psi Chi National Honor Society in Psychology, Campus Life/Multicultural Student Services Academic Achievement Award, YWCA OKC Certificate of Appreciation for the Successful Completion of YWCA Volunteer Training for Sexual Assault and Domestic Violence, Recognized by Hispanic American Student Association as Rookie of Spring Semester

In their own words: Being a McNair Scholar has put me in a path of great academic and personal advantages. This program introduced me to research, which is essential in my field of study. This research experience provided me the knowledge and confidence to develop a solid experiment in my experimental psychology class.

The McNair Program has guided me to persist in my graduate school endeavors, and provided me with enriching opportunities to learn about the graduate school process. What I had once seen as merely an abstract plan in my academic future could now be molded into something concrete and real.

This program has enriched my academic career but it has also given me the confidence to achieve academic and personal challenges.

DAWN COUSLAND

Rogers State University
Upward Bound Math & Science



G.P.A.: 3.4

Academic Achievements: Pryor HS Honors Student, President's Honor Roll at Rogers State University

In their own words: I'm currently a Freshman at Southern Nazarene University, in English Education. Someday I would like to be a high school English teacher. If it wasn't for the years that I spent in Environmental Science and Mathematics (ESM), I probably wouldn't have been able to achieve this dream.

Although I have always been privileged to have kind, helpful teachers in school, ESM has always helped me more than other courses. Through this program, I have gained life experiences, met friends from five different states, and made friendships that will last a lifetime.

ESM is also blessed with a caring staff that guided me along each step of my high school career, and choosing college. Without the guidance of Jim Finley and the counselors, I might have settled for going to a college that I didn't really want just because I thought it was all I could afford. My four years taught me to go for what I want, not what I think is possible. It also taught me that with hard work anything is possible, including seemingly impossible dreams.

KESHONNA DAVIS

Cameron University
Educational Talent Search



G.P.A.: 4.0

Community Involvement: Mobile Meals, J. Roy Dunning Children's Shelter

Leadership Activities: Epsilon Delta Xinos' President, Geography Club Vice-President, Talon Yearbook Editor, member of Medical Explorers

In their own words: Without the TRiO Open Doors program and UB Math Science Camp programs I would have become a slacker. Thanks to the camp, I now have a taste of what college life is all about and I love it. I have friends from different states and of different backgrounds. They have become my extended family. I visit them regularly online with many of these family members.

I am better prepared for college and a career thanks to the TRiO program and know beyond a doubt that without the support of TRiO staff, college may well have been a far-off dream rather than a reality.

ODSA HALL OF FAME HONOREES

CATHERINE DIXON-SHELTON

Oklahoma State University-OKC
Student Support Services



G.P.A.: 3.4

Academic Achievements: 3.43 GPA at UCO and graduated from OSU-OKC with Associates of Science Degree in Substance Abuse Services and a 3.48 GPA

Honors and Awards: Deans Honor Roll-2004, Nominated Who's Who Among American Jr. College Students-2002, Presidents or Vice Presidents Honor Roll from Fall 1999 to 2003

In their own words: Upon enrolling in OSU-OKC I had limited understanding regarding the process of obtaining a higher education. In addition to fear and the uncertainty, I had low self-esteem, was a single parent, unemployed and pregnant. My goal was to occupy time until I stabilized. However, my first semester in college was extremely difficult. I was battling the physical strain from pregnancy. Shortly upon completion of my first semester, I had my second child. Facing severe depression, I began to seek help.

During fall semester of 1999, I was referred to SSS. The support I received was phenomenal. The SSS staff assisted me continuously with genuine support. Their persistence and faith in my ability to achieve set, and reach goals helped me believe in myself. I give full credit to the SSS staff at OSU-OKC for my ability to set and reach the long term goals that I have achieved today.

LINDSAY DOWELL

University of Oklahoma
McNair Scholars



G.P.A.: 3.4

Honors and Awards: President's Achievement Class, Advantage Scholar, Heritage Scholarship Award Winner, Deans Honor Roll

Community Involvement: Rogers County Domestic Abuse Shelter Volunteer, Active in OU Wesley Foundation Community Service Project

Leadership Activities: Resident Advisor, Big Event Community Expansion Committee

In their own words: Few people in my family have attended college, and even fewer have graduated. None have obtained graduate degrees. Being involved in the McNair Scholars Program has given me the exposure and experience necessary to accomplish my goal of obtaining a Ph.D. I am now confident not only in my intellectual ability, but in the practical skills necessary to obtain an advanced degree. Without TRiO, this would not be so.

CLINT FISHER

East Central University
Veterans Upward Bound



G.P.A.: 3.9

Leadership Activities: Retired from United States Air Force with twenty years of honorable service, Supervised 200 aircraft mechanics, Responsible for the maintenance on multi-billion dollar aircrafts, Worked with over 50 high schools, colleges and technology centers in finding qualified applicants for the US Air Force as an US Air Force Recruiter

In their own words: There are many advantages to participating in a TRIO Program. Personally, I found the staff of the Veterans Upward Bound office at East Central University in Ada, OK to be very supportive and encouraging to my exploration of pursuing higher education. I had my doubts as to if I could manage the demands of college after being out of high school for 25 years.

To the credit of Veterans Upward Bound, they provided me not only encouragement, but assisted me in many other ways. They helped me apply for financial aid, helped me prepare for the ACT, and gave me a tour of the campus (which in itself relieved a lot of the intimidation I had in going to college). They offered me the opportunity to attend workshops, and they helped me enroll in college. But most importantly, they made me, a veteran, feel appreciated, as well as providing me with the tools to ensure my success.

ODSA HALL OF FAME HONOREES

OVIA FOREMAN

University of Oklahoma
Student Support Services



G.P.A.: 2.6

Honors and Awards: Nominated for the OU Women's Outreach Center, 2001 Women's History Month Award.

Community Involvement: Coordinator: African/African-American Studies Department 2004, Haitian Hurricane Clothing Donation Drive.

In their own words: If words had to describe what TRiO has meant to me, I could write for weeks. In particular, Project Threshold has served as a family and home for me the last four years.

When I feel I have run out of energy, TRiO has helped maintain my motivation. Project Threshold has kept me realistic and focused. The program has been so flexible and available that I would have dropped out of college my first semester. My TRiO family has served as a buffer and a sustainer while I continue the struggle to obtain my education.

TRiO has been like a pair of shoes to me. Without it, the steps I take toward education would be a rough and treacherous journey. Project Threshold is a place of solace when society does not understand the particular needs of the first generation and economically disadvantaged student.

HUGH GIESE

Southeastern Oklahoma State
University-EOC



G.P.A.: 3.7

Community Service: Assists disabled person with farm chores (which presented the opportunity to start a multi fruit orchard to provide future fruit for local food banks), visits nursing home on a weekly basis for mutual companionship, takes others recyclables to the recycling centers or donates them to others who can use the money

Leadership Activities: Member of the Business Professionals of America which is involved in projects such as Drug Awareness Week and providing food and presents for the needy during the holidays.

In their own words: Ms. Jones at the McAlester EOC office gave me tests and explained the results. We spent time discussing what I am interested in and what I am better at. She helped deal with Kiamichi during enrollment, when I didn't even know what questions to ask. She helped prepare and send off financial aid requests which actually made getting additional education possible. Ms. Jones has done follow-up conversations to check how I am managing at school. Without a doubt, Ms. Jones and EOC have changed my opinion of my worth and my life. I deeply appreciate Ms. Jones and EOC.

JENNA GONZALES

Eastern Oklahoma State University
Student Support Services



G.P.A.: 3.3

Honors and Awards: President's Honor Roll, Silver Award in PBL, Parliamentarian in PBL, CRLA Tutor Certification, Dean's Honor Roll

Community Involvement: Volunteer Tutor in honors math class

In their own words: During my second semester at Eastern, I began to suffer from depression. Someone referred me to Student Support Services to receive help. I was counseled by Ms. Haynes, SSS Counselor, and referred to the Choctaw Health Center at Talihina, OK, for personal counseling. Ms. Haynes introduced me to another SSS participant, who soon became a peer mentor for me. I had trouble making it to class everyday because of my depression. I became involved in SSS that semester. I went on cultural trips with them. The next semester I became a tutor at Student Support Services. I made the President's Honor Roll that fall semester (2004). It's kind of funny because I was almost suspended for non-attendance due to my depression in the spring of 2004. I now have a 3.32 GPA.

ODSA HALL OF FAME HONOREES

PATRICIA GONZALES

University of Oklahoma
McNair Scholars



G.P.A.: 2.7

Community Involvement: Latino Community Development Agency, Esperanza Del Pueblo, Diversity Enrichment Community Program

Leadership Activities: President of the Hispanic American Student Association, Kappa Delta Chi, Sorority Incorporated, Latino Achievement and Heritage Celebration

In their own words: While on the long and winding road of obtaining an education I have stumbled upon numerous obstacles. Beginning from financial difficulties, lack of moral support, to simply being homesick.

These barriers that I have encountered have all been somehow tainted by the TRiO program. By tainted, of course, I mean it in the most positive way.

As a McNair Scholar not only have I been able to get and count on the financial aspect of the whole program, but most importantly the staff at OU are always there for anything. They have helped create my family away from home, and continue to do so as we bond in all of our social events.

TOMMY GONZALES

Eastern Oklahoma State University
Student Support Services



G.P.A.: 3.1

Academic Achievements: Tutor Training Certification (level I), OK State Competition: 1st place in network design & 2nd place in Information Management, "E" award (EOSC) Achieving Excellence in Network Design & Information Management for PBL, CPR Certification

In their own words: Before I started at Eastern, I never wanted to go to college I had poor spelling and deficient reading skills. I did not think I could succeed. I had no money, but had a car with a half of a tank of gas. I lived in my car for four months, waking every half hour to turn the heater on and off. I had one blanket, a charge account at Eastern and \$3 worth of ten cent ramen noodles. My first two to three semesters my grades were bad, I was put on academic probation. Gas for my car got harder to pay for with the change I scraped up. It was almost time to call it quits, then, someone referred me to Student Support Services.

They helped me with a supplemental grant aid and loaned me some books to help me get by. The free tutoring available through SSS helped me raise my GPA from 2.0 to almost 3.2. I have been on the Dean's Honor Roll four times. I was later able to move into the dorm. I now am a tutor for SSS so I can help other students be academically successful.

RONNIE GRANT

University of Oklahoma
McNair Scholars



G.P.A.: 2.8

Honors and Awards: Omega Delta Phi-Man of the Year, Latino Greek Council-Man of the Year

Community Involvement: Since Fall 1999 averaged over 40 hours of community service, helped with the Oklahoma food bank, Feed the Children, Salvation Army, and many others

Leadership Activities: President of Hispanic American Student Association, Publicity Chair for Latino Achievement and Heritage Celebration, President of Latino Greek Council, also held various positions in Omega Delta Phi

In their own words: TRiO and the McNair Scholars Program opened my eyes to graduate school. I especially did not know there was so much to prepare for. I feel prepared to take on the world now thanks to the McNair Scholars Program.

ODSA HALL OF FAME HONOREES

PAMELA HARJO

University of Central Oklahoma
McNair Scholars



G.P.A.: 3.7

Academic Achievement: Active in conducting and presenting research, member of the Oklahoma Psychological Society, American Association for the Advancement of Science, and Oklahoma Academy of Science

Community Involvement: UCO President's Club Christmas Party, Psi Chi Food Drive, Bake Sale to Raise Funds for Psi Chi Scholarships, Mission trips to Canada

In their own words: Speaking in public is one of my greatest academic achievements and I owe it to TRiO and the McNair staff. Through patience, persistence, and encouragement I learned to cope with my fear and even enjoy speaking in public. I was encouraged to present research at several conferences and when I was apprehensive about speaking in public someone was always there to guide me through it.

TRiO also helped me excel academically by being supportive financially. As a mother of two and full time student, I encountered many hardships while obtaining my degree. TRiO has helped with tuition, conference fees, research materials and other costs. Without TRiO I would have been unable to afford material needed to conduct and present research.

ANNA HART

Rogers State University
Upward Bound Math & Science



**Graduated with Bachelors in
Business Management &
Communications**

In another's words: One of only 30 applicants selected nationwide in 2004 to enter the U.S. Coast Guard Officers Academy, Anna Hart was commissioned an Ensign in the U.S. Coast Guard in December. She is now stationed in Washington DC where she is Training Officer for 70 enlisted personnel who are part of the Ceremonial Honor Guard. She supervises seaman in duties that include full honor funerals at Arlington Cemetery, Joint Services Color Guard ceremonies at the Pentagon, and events across the country.

Ensign Hart was a three-year participant and Bridge alumni in the RSU Environmental Science and Mathematics (UBMS) program. She continued her studies at Arkansas State University where she graduated with a BS in Business Management and Communications. While at ASU, she was a tutor for the institution's Student Support Services. Anna also was a Peer Counselor for the ESM Center where she was an element leader and mentor for the 50 summer participants. Anna also was an Adventure team leader for field experience groups while in the Rockies and the Great Smokies.

Ensign Hart will be stationed in Washington DC for the next 18 months and then will begin training for sea duty. God Speed Anna Hart and Best Wishes for Calm Seas.

MISTY JONES

University of Oklahoma
McNair Scholars



G.P.A.: 3.5

Community Involvement: Project Outreach-helping children with disabilities

Leadership Activities: Sunday School Teacher-Church on the Rock

In their own words: I have found that being a McNair Scholar has prepared me for furthering my education. I have learned about conducting research and applying to graduate school, throughout the program.

I have also met many people who have inspired me to do my best at all times. My mentor for the McNair program is a great connection for my future and I would have not met him if it were not for this excellent program. I would encourage anyone to be a part of the McNair Scholars Program.

ODSA HALL OF FAME HONOREES

MARCUS LEWIS

Langston University
Student Support Services



G.P.A.: 3.4

Honors and Awards: ODSA's scholarship recipients, General Motors Scholarship, and Supplemental Grant from Student Support Services

Community Involvement: SSS Young Professionals Club member and officer this year, SSS mentor, and SSS office aid

In another's words: A sophomore from Midwest City, he graduated from Northeast Academy Math, Science and Engineering. Marcus comes from a supportive family and contributes most of his academic success to them. As a result of being Attention Deficit, Marcus is a young man that has had to work a little harder for every A or B he has ever gotten. When he initially arrived at Langston University in fall 2003, he was scared to death of the unknown. His first week on the campus, Marcus was encouraged to join Student Support Services for continued academic assistance. Aware of his past academic battles, he immediately took advantage of the opportunity. Not only did he join SSS, but he actively participated. He was elected to represent Student Support Services during LU's Homecoming, serving as the SSS King. That was the one experience that sent this charming young man on his way.

AMANDA MANTOR

Southern Nazarene University
Student Support Services



G.P.A.: 3.0

Honors and Awards: SNU's Student Support Services Student Representative to Policy Seminar 2004, Washington D.C.

Community Involvement: Volunteers at Bethany Public Schools, volunteers at local church, volunteers for community service projects

Leadership Activities: Leads an accountability group in the dorms

In their own words: The advantages of participating in a TRiO program are that they help me learn how to study and take tests. They do a great job of helping me by giving me helpful hints to deal with things I struggle with when it comes to school. They also do a great job of helping me put on a positive attitude when facing struggles. They help me know that I can do more and not to give up when things are hard.

YEARS

MARISOL PALOMINO

University of Oklahoma
McNair Scholars



G.P.A.: 3.3

Honors and Awards: Diversity and Community Enrichment Scholarship Program, Universal Food Fiesta Award, Latino Achievement Heritage Celebration Award, and Women of the South

Community Involvement: Volunteer at Esperanza del Pueblo, Sleep out for the Homeless, Special Olympics, Race for the Cure, and Las Madrinas mentoring program

In their own words: On of the many advantages of participating in a TRiO program is the amount of help and support I get. The McNair Scholars program has done so much for me and will continue to do for many years from now. Because I am a McNair Scholar I will be able to better my future. I plan on getting my Ph.D. in clinical psychology and I know that will get accomplished because I am a McNair Scholar. I recommend to anyone to join and become a part of a TRiO program because there are many, many advantages.

ODSA HALL OF FAME HONOREES

BENTON PERRY

University of Central Oklahoma
Student Support Services



**Graduated with Bachelors in
General Studies**

Honors and Awards: Presidents Honor Roll, Academic Award of Excellence, Outstanding Scholastic Achievement

Community Involvement: Active member of Golden Key International Honor Society, Musician in a Christian music ministry

In their own words: During the application process at UCO, Disability Support Services made me aware of TRiO Student Support Services. When I went to apply at SSS I had no confidence in my abilities to be a successful student at all. After leaving my career under less than pleasant circumstances because of a medical problem, my self esteem was in the dust. Cheryl Murdock and Amber Mitchell helped me regain my self esteem and confidence to a point where I really began to have hope for a fulfilling future again. The guidance, support, counseling, encouragement, tutoring and much more I received there made all the difference in me becoming an honor roll student and preparing me for whatever the future holds for me. I personally cannot say enough about the very positive effect these people had on my college experience.

AMY POWELL

University of Central Oklahoma
McNair Scholars



G.P.A.: 3.6

Honors and Awards: Oklahoma Research Day-Outstanding Student Poster Award, McNair Scholar and Summer Intern, member of Tiaras Honor Society, nominated for College of Education Outstanding Undergraduate

Community Involvement: Oklahoma County Post Adjudication Review Member-current secretary, Auction Project Committee to Benefit Westminster School

In their own words: When I was first selected as a McNair Scholar, I was only aware of a fraction of the benefits that TRiO programs have to offer. When I was first motivated to apply for the McNair program it offered the opportunity to learn about research while receiving a generous stipend and the ability to have a flexible schedule. What I was soon to find out was how much more the program offered. I gained a support system of other Scholars with similar goals as well as resources to aid me in my plans to further my education beyond the undergraduate level. I have grown as a student and as an individual as a result of my experience as a McNair Scholar and I see many doors opened to me because of this unique and extraordinary experience.

TRINITY PRICE

University of Oklahoma
McNair Scholars



G.P.A.: 3.0

Honors and Awards: Alpha Phi Alpha Fraternity, Inc. Scholar, Kappa Alpha Phi Outstanding Leadership Award, Oklahoma Higher Learning Access Scholar, Military order of the Purple Heart Award, Delta Sigma Theta Scholar

Community Involvement: Alpha Phi Omega, Big Brother Big Sister, Big Event, Second Chance, Stompdown Committee Chair

Leadership Activities: Association of Black Education Majors (President in 2003, Treasurer in 2004), Programming Board of National Pan-Hellenic Council

In their own words: Being involved in a TRiO program allows you to meet other TRiO members that have the same interest.

ODSA HALL OF FAME HONOREES

JUSTIN REYES

University of Oklahoma
McNair Scholars



G.P.A.: 3.0

Honors and Awards: Dean's List '03-'04, National Hispanic Merit Scholar

Community Involvement: Food Bank, Feed the Children, Ronald McDonald House, Habitat for Humanity

Leadership Activities: Social Chair of Omega Delta Phi, Treasurer of Latino Greek Council, Treasurer of Hispanic American Student Association

In their own words: The advantages of participating in a TRiO program is the support network that TRiO offers. Everyone involved in TRiO programs are trying to make a difference in students educational lives.

Another advantage to TRiO programs is the nationwide support of the programs, and how the government is very involved in funding and making sure that the programs are being helped.

MICHAEL ROBINSON

Cameron University
Student Support Services



G.P.A.: 3.2

Community Involvement: volunteer as an Assistant Small Group Denominational Dead for Basic Training and Advance Individual Training for the Artillery Training Center every Sunday, volunteer at the ZOE Christian Center Church, volunteer Vice-President for MacArthur High School Booster Club

In their own words: TRiO has made the difference between success and failure for me. This program has given me the confidence that I totally lacked while in high school and for twenty years in the military. The staff has continually helped to support me in overcoming fear of failure.

For instance when I was faced with the dilemma of quitting because of the fear of failing Beginning Algebra, SSS allowed me to use the math lab as long as I needed to tutor until I could grasp the concept.

By using the lab and staff, I was able to overcome Beginning Algebra with a B average which in turn elevated my confidence to overcome Intermediate Algebra, Survey of Mathematics, and Math for Elementary Teachers I & II. The advantages of the program are gaining self-confidence and trust in a program that is there for students like myself.

PATRICIA ROGERS

Oklahoma State University-OKC
Student Support Services



G.P.A.: 4.0

Honors and Awards: Dean's Scholarship Award, President's List of Distinguished Students Award, OSU-OKC President's Honor Roll (Fall '02-Fall '04), SSS Grant Aid Award

Community Involvement: Volunteer with Boy Scout activities for Merit Badges, involved in the PTA, and participated in the church Media Ministry

In their own words: I am a non-traditional student that initially enrolled at OSU-OKC in the spring of 2001. I changed my major to Business Management and literally had to start from scratch. I felt depressed and frustrated but decided that I was not going to give up and instead, searched for any positive feedback and assistance toward accomplishing my goal that I could find. I was blessed to become a member of programs such as Second Chance and Student Support Services. They both offered support in regards to tutoring, as well as counseling. I have managed to maintain a 4.0 GPA at OSU-OKC and would like to personally thank the TRiO Program for offering such rewarding and beneficial programs. The advantage of participating in a TRiO program is that it offers a higher percentage rate of success for students who have the desire to succeed.

ODSA HALL OF FAME HONOREES

AMBER SAMIS

Chickasaw Foundation
Upward Bound



G.P.A.: 3.2

Academic Achievements: Top 10 of graduating class, Who's Who Among American High School Students-3years, National Honor Roll -4 years

Honors/Awards: Small school All-State Band member – 3 Years, All-District Band member – 6 years

In their own words: The TRIO programs I have participated in have encouraged me to excel in all the areas of my educational experience. I have encountered many communication barriers in the area of interactions with others. Upward Bound has helped me with communication skills, allowing me to work well with others, which improved my self-esteem and confidence.

I have met some of my best friends at Upward Bound. There is one major advantage, I feel Upward bound has, is that the program encourages students who normally wouldn't go to college to go! These students, once they enter the program, have excelled or have done better in school.

IVANILDA SANTOS

Cameron University
Student Support Services



G.P.A.: 3.7

In their own words: The advantages of participating in a TRiO program far surpass the 150 words allotted, but I will do my best to describe the many personal and academic opportunities TRiO has provided for me. The beginning of my gratitude for TRiO began in 2002 with the advice of a friend along with the guidance of Mrs. Kay Love.

Fast forward to 2005, I can remember so many helpful memories and advantages provided to me by the staff. Their giving hand and time can not be put into words. As a member of SSS, I have learned to utilize tools to make my educational journey as smooth as possible. I have learned many useful study skills and sharpened my social skills through the many events provided. As a mentor, I learned to be a good listener and a great helper. As a tutor, I have had the pleasure to help students strengthen their weakness and improve their grades which helped me to be patient.

In sum, the most important advantages that I have gained through the TRiO program is simply finding my inner strengths and knowledge and contributing those to others in the program, which in return is the best reward and feeling that the TRiO program can bestow upon me.

OSMAN SHEIKH

Rogers State University
Educational Talent Search



G.P.A.: 3.8

In another's words: Osman is a member of the Academic Bowl team for East Central High School in Tulsa and also a member of the Honor Society. He is Chair of the East Tulsa Central Coalition, a member of East Central HS Student Council, Class President for 2006, Lead Guitar for East Central HS Jazz Band, and a participant of Project 540 his sophomore year.

A young man who welcomes leadership opportunities, Osman Sheikh has been a participant in ROTC for the last six years, is a member of the rifle marksmanship squad and is the Commander of the East Central HS Honor Guard.

Osman's hobbies include playing guitar and designing web pages. His future plans include the T.U. and then medicine where he would like to be a Pediatrician.

A truly outstanding young adult, Osman is a striking young man with exceptional qualities and always looks for ways to help others. He is a tutor for Educational Talent Search at Foster Middle School.

Osman has participated in ETS since his 9th grade year. He especially enjoys the campus tours of the major institutions where he might attend after high school.

ODSA HALL OF FAME HONOREES

SHE'NIKKA SIMPSON

University of Central Oklahoma
McNair Scholars



G.P.A.: 3.2

Community Involvement: Adopt a Street (trash pick up), Section 8 Housing Beautification, Deborah Rolfe Group Home, Volunteer for Christmas Toy Drive, Volunteer for 9/11 Day of Service

In their own words: While obtaining my education I have encountered barriers that include continuing to make the Honor Roll while juggling research, work, and several outside activities I am involved in. I have also had to conquer my phobia of speaking in front of groups of people, and my apathetic approach to writing papers. With the helpful and encouraging words that the TRiO staff has provided for me, I have been able to put my best foot forward and go above and beyond what is expected of me. For example, I was enrolled into a class that I was warned how hard the professor was and all the papers that I would have to write. Unlike the other students, I came to the class with something a little extra. Last summer I wrote a thirty-two page research paper as a McNair Scholar. This gave me the opportunity to prepare for this class which made the ten page report for this class less stressful. These few examples are why I feel TRiO has helped me overcome several barriers involving my education.

DONNIE SMITH

Oklahoma State University-OKC
Student Support Services



G.P.A.: 3.8

Honors and Awards: OSU-OKC President's Honor Roll, OSU-OKC Dean's Tuition Scholarship, Certificate of Achievement for Outstanding Attitude & Dedication from SSS

In their own words: There are many advantages to participating in Student Support Services. During my past three semesters while attending OSU-OKC, the foremost advantage is that the staff has always helped me feel like I am part of the SSS family. I had endured many stereotypical attitudes in my recovery from 20 plus years of substance abuse, which ended two years ago with a near-death experience. The staff's professionalism and nonjudgmental attitude helped me decide to participate in SSS.

Another considerable advantage of SSS is that I have a quiet study environment with computer access plus tutors to answer my questions. This is a lifesaver since I commute 70 miles round trip to class daily, and traveling home between classes is just not an option. In addition, the culture activities offered by SSS have benefited me. With my background and age, I have a tendency to isolate and not become involved in social activities. SSS, with its incentive-based point system, has provided me fellowship with other students as well as various educational goods and services.

ANTHONY STARKUS

Southeastern Oklahoma State
University-ETS



G.P.A.: 4.0

Academic Achievements: Dean's List - all semesters, St. Thomas More Full Scholarship - all semesters, Law Review Associate Editor, Elected Law Review Editorial Board - Executive Notes Editor

Community Involvement: Worked as a camp counselor for my Talent Search program one summer

In their own words: The TRIO Programs have played a pivotal role in bringing me to the place I am in life. They offered me a wonderful introduction to the world of higher learning and exposed me to the possibility that I could achieve anything I wanted if I worked hard enough and took advantage of the opportunities available. I was introduced to many excellent individuals I would not have otherwise met, both the staff of TRIO programs and the other students who came from different cultural backgrounds. I have always recommended the program favorably and will continue to do so, as I see it as an integral contributor to the success I have found in life. I have seen it work productively in the lives of others also, and hope it will receive the funding necessary to continue in the future.

ODSA HALL OF FAME HONOREES

CHARLES TAYLOR

Cameron University
Upward Bound



G.P.A.: 3.8

Community Involvement: Convalescent Home volunteer, Student Relay for Life, Adult Relay for Life, Share Program volunteer, National Kids Day volunteer, Carter Crane Foundation volunteer, UNICEF volunteer, Youth Day of Caring volunteer

In their own words: The TRiO program that I have participated in is Upward Bound. I have been involved with Upward Bound for four years, from 9th grade to 12th. Over the past few years the program has benefited me immensely. Not only has the program supplied me with invaluable information about college applications and college life, it also transformed me into a much more social person. When I initially joined I was timid, shy, and had little confidence. I was largely unsure about myself and about socializing with others. However, Upward Bound brought me into contact with many different kinds of people and allowed me to enhance my social skills, which ultimately benefited me by increasing the amount of confidence I had in myself, thus allowing me to be successful and run for leadership positions in many organizations, many of which I have been elected to.

SERGIO VASQUEZ

University of Oklahoma
McNair Scholars



G.P.A.: 3.8

Academic Achievement: SREB Scholar, Adams Research Scholar, publication on Diversity in Higher Education with Dr. Donna Nelson, and presentations in Missouri, Wisconsin, Texas, and Oklahoma

Honors and Awards: Golden Key Society, National Society of Collegiate Scholars

Community Involvement: Omega Delta Phi's Esperanza Del Barrio volunteer, Omega Delta Phi volunteer for Ronald McDonald House, The Big Event '02-'03 & '03-'04

In their own words: TRiO has allowed me to enter into the academic realm without the questions or uncertainty that may have been present without the McNair training I have received. Instead, I am focused, confident, and motivated to complete my higher education with a Ph.D. in Zoology.

CINDY WHEELER

East Central University
Educational Opportunity Center



In another's words: Cindy Wheeler is a 42-year-old sophomore at Seminole State College and a continuing participant of ECU's Educational Opportunity Center. She is a non-traditional student, married with two children, who has felt the desire to improve her life. Cindy will graduate from Seminole State College this spring with an Associate degree in Behavioral Science and will continue on to a four-year college to pursue her Bachelor degree.

Cindy is also a recovering drug addict. She was introduced to the EOC program through the Drug Court program in 1999. Even early into the recovery process, Cindy knew that she wanted to help other struggling individuals overcome their addiction. Her focus is to reach out to teenagers who need help. Cindy feels that if she can share her story with the youth, and help to steer their lives back on course, hopefully, she will be able to spare some from the pain that she has endured throughout her addiction.

In their own words: If it were not for the encouragement and support from the EOC counselors, I would have probably given up on school and myself. I am truly thankful to have found this program that has kept my feet on the path to fulfilling my educational goals and personal dreams.



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