



Let's Talk TRIO

News you can use

WINTER 2004

“ I think a lot of us will look back on this moment in time as the ‘tipping point.’ It is the time where we changed our mindset. We stopped measuring educational success by inputs ... and instead started examining outputs, measuring whether students are indeed learning.”

—Rod Paige
Secretary of
Education

Archived Information Training for Success

The success of any program depends on ensuring that the individuals involved have the knowledge and ability to implement the program in the most effective manner possible. Highly skilled, knowledgeable people are the key to this success. One of the best ways to guarantee constant program improvement and high-quality services is to focus on continuous individual improvement. By taking an honest look at your own knowledge and skills, you can identify the gaps and seek out training opportunities to meet your needs.

The Training Program for Federal TRIO Programs aims to build the capacity of local TRIO project directors and staff through a variety of ongoing opportunities. New training program grants have just been awarded to fund these opportunities. Over the next two years, the TRIO training program will spend approximately \$10.6 million to enhance the skills and expertise of thousands of TRIO project directors and staff.

Training program grants (see contact information on Page 4) were awarded according to the following priorities:

1. Improving budget management, record-keeping and reporting of student and project performance, and evaluation of project performance;
2. Understanding legislative and regulatory requirements for operating federal TRIO programs, personnel management, and student financial aid;
3. Strengthening counseling, and retention and graduation strategies;

4. Coordinating project activities with other available resources and activities, and designing and operating a model TRIO project; and
5. Using educational technology.

In addition to the federal TRIO trainings, local universities and communities also offer ways to enhance your skills. Seek out and take advantage of these local opportunities.

In addition to your expectation that TRIO trainings be of high quality, we expect you, as participants, to be engaged in a meaningful way. The effect of your active participation cannot be underestimated or solely dependent on the trainer. Lastly, it is our goal that, with the knowledge and skills gained and put into practice by TRIO staff, TRIO participants receive the best services possible.

DID YOU KNOW?



The term TRIO was coined in 1968 to encompass the three initial programs—Upward Bound, Talent Search, and Student Support Services.

MESSAGE FROM THE DIRECTOR

PRIORITY

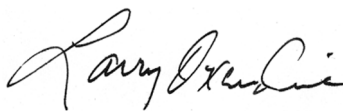
vision ('vi-zhən) *n.*
the ability to see

goal ('gōl) *n.*
something to achieve

The explicit, shared goals of our federal TRIO programs are to ensure that students who are low-income, first generation or with disabilities enroll in college and persist through to completion of a college degree.

Many laudable and worthy goals are woven throughout the various TRIO projects, and many worthwhile activities are taking place that support these varied goals. It is essential, however, that we have clarity of vision to ensure that we are all seeing our explicit, shared goals for TRIO. Regardless of the program with which you are involved, college enrollment and completion are primary. If our services do not reflect these goals, then we may not be doing the best for our students.

Has your vision been checked lately? Take the time to inventory your efforts to see how well your program is working to get students enrolled in and graduated from college. Remember, we are here to support your work, your processes, and your endeavors. Together, we can put our vision into action; together, we can achieve.

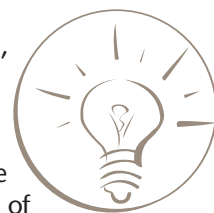


IDEAS INTO ACTION

According to the special rule on authorization of appropriations found in the TRIO legislation (Section 402D(c) of the Higher Education Act of 1965), local Student Support Services (SSS) projects may use up to 20 percent of their grant funds to provide grant aid directly to students. Each grant award must fall within the Pell Grant range for the current academic year. If you choose to use part of your SSS funds to provide this additional financial aid, be certain that there is adequate communication between your SSS program office and the institution's financial aid office. Please note that in the past, a project was required to track these dollars separately, although that is no longer necessary with the 2005–06 project year.

Students must be current participants in the institution's SSS program to be eligible to receive these grant awards. Additionally, students are eligible who are receiving federal Pell Grants and are either in their first two years of postsecondary education or have completed their first two years of postsecondary education but are at high risk of dropping out. Before providing awards to students who have completed their first two years of postsecondary education, however, an institution must demonstrate that it will meet first the needs for services of all its eligible first- and second-year students.

Determination of need, matching funds, and other requirements regarding this special rule for making student grant awards are outlined in Section 402D(c) of the Higher Education Act of 1965.



“ The hardest step to educational reform seems to be the part that costs nothing— vision. ”

—David Thornburg
Author

BE THE EXPERT



We welcome your calls; however, we find that most calls are in regard to information and program changes that are addressed in written communications from the federal TRIO office. By reading these documents carefully, you may save yourself a call!

DEPARTMENT HIGHLIGHTS



All of you serve students who face some sort of challenge in learning or who have disabilities. The Department of

Education offers valuable resources for reaching students with disabilities. Its Office of Special Education and Rehabilitative Services (www.ed.gov/osers) has a commitment to improving results and outcomes for people with all types of disabilities. The Office of Postsecondary Education funds several entities with its Demonstration

Projects to Ensure Students With Disabilities Receive a Quality Higher Education (www.ed.gov/programs/disabilities). The following are two of these projects.

AskABLE is a free online service that provides expertise in a variety of areas, including academic accommodations, assistive technology, employment, learning disabilities, and research. AskABLE is housed at the University of Washington and may be accessed at <http://askable.askvrd.org>.

Sponsored by The Ohio State University, the Faculty and Administrator Modules in Higher Education (FAME) is another online resource to improve the quality of education for students with disabilities. FAME provides information regarding rights and responsibilities, universal design for learning, Web accessibility, college writing, and climate assessment and is located at <http://telr.osu.edu/fame>.

We encourage you to utilize these resources to enhance services to your students with learning or other disabilities.

TOUGH PROBLEMS/ SMART SOLUTIONS

Q: As a project director, I am not receiving information from the federal TRIO office directly. How do I keep my grant administration information correct and current?

A: The Department of Education has established e-Administration, giving project directors the ability to review their grant profiles online for accuracy and thoroughness and to request administrative actions on their grant awards through the online e-Grants system (<http://e-grants.ed.gov/e-admin/amHome.asp>). Grantee project directors can submit requests and instantly track when requests are reviewed and when approved changes take effect.

Your Department of Education program contact is the person who responds to your request within 30 calendar days. An automatic e-mail notification is sent to the local project director, indicating whether the request was approved or disapproved. The project director and certifying representative also are mailed a copy of the updated grant award notification.

Directors can request changes regarding the following types of information:

- Data Universal Numbering System (DUNS);
- Social Security number;
- Address;
- Key personnel;
- Project director name and address;
- Dates (only for no-cost extensions);
- Certifying representative; and
- Other related information.

E-Administration may be utilized from 6:00 a.m. Mondays through 7:00 p.m. Wednesdays and from 6:00 a.m. Thursdays through midnight Saturdays EST. The site also has a user guide to provide a program overview and step-by-step process for using e-Administration. The help desk is available from 8:00 a.m. to 6:00 p.m. EST, Mondays through Fridays.

We ask that all project directors visit the e-Administration site to verify the accuracy of their grant profiles and to request changes or additions as needed.

DID YOU KNOW?



Approximately 63 percent of UB/UBMS participants are female, and roughly 37 percent of participants are male.

UPCOMING KEY DATES

December

7 - Pearl Harbor Remembrance Day

7 - Hanukkah begins at sundown

9 - Annual Federal Student Aid Training for Counselors and Mentors videoconference, 1:00-3:00 p.m. EST. Find details at www.fsa4schools.ed.gov/counselors.

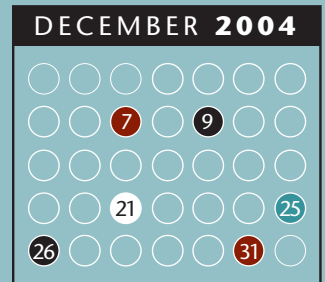
21 - First day of winter

21 - The Pilgrims landed at Plymouth Rock, in 1620.

25 - Christmas Day

26 - First day of Kwanzaa

31 - APR due for UBMS, McNair, and SSS

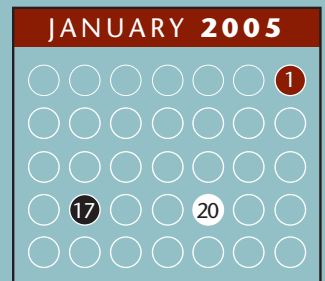


January

1 - Happy 2005!

17 - Dr. Martin Luther King Jr.'s birthday

20 - 55th inauguration of the president of the United States



February

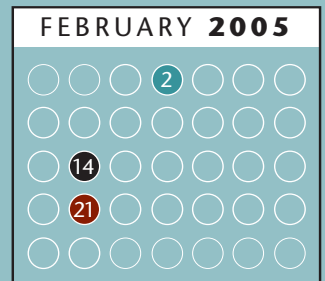
National Black History Month

2 - Groundhog Day

2 - National Job Shadow Day

14 - Valentine's Day

21 - Presidents' Day



Mark Your Calendar

March 5 - CCAMPIS grant application workshop, following the conclusion of the National Coalition for Campus Children's Centers (NCCCC) Annual Conference, Charleston, S.C. Registration information and the conference agenda are available at the NCCCC Web site <http://www.campuschildren.org>.



Character is power.



—Booker T. Washington
Author and Educator

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TRIO

UB / UBMS / VUB – Fifty-two UB projects, representing almost 25 percent of the UB projects with a June, July or August start date, have been officially moved to a Sept. 1 start date. Those affected grantees should inform their grant offices and their sponsored programs officers. The first profile report for UB has been published and sent to all UB projects. Additional copies are available from ED Pubs at www.edpubs.org or you may print a copy of the report from the TRIO Web site at the first of the new year.

TS/EOC – Talent Search and EOC grant applications will be separate, stand-alone booklets this year. A page limit for applications will be implemented, and e-Applications and e-Reader will be used for application submissions and application reviews, respectively. Further information will be provided next quarter.

SSS – We received 1,371 applications. Depending on the appropriation, we anticipate making awards in April.

McNair – OMB approved the revised APR.

Dissemination – We have developed the required reporting guidelines.

CCAMPIS – Both 18-month and 36-month performance reports have been revised and updated and will be sent out to all grantees. The CCAMPIS grant application workshop will be held in Charleston, S.C. on March 5, 2005. Over \$10.4 million is available to support new grant projects, and nearly \$5.6 million will be awarded to support continuation projects. **SSS grantees are encouraged to submit applications for the CCAMPIS grant competition.**

Training – Contact information by priority (see Page 1 for details).

PRIORITY ONE

- Council for Opportunity in Education
www.coenet.us
Alvin Phillips, 202-347-7430 or alvin.phillips@coenet.us
- University of Idaho
www.educ.uidaho.edu/triotraining
Scott Clyde, 208-885-9091 or TRIO@uidaho.edu
- Western Kentucky University
www.wku.edu/TRIO
Charlene Manco, 270-745-2379 or charlene.manco@wku.edu

PRIORITY TWO

- Council for Opportunity in Education
www.coenet.us
Julia Tower, 202-347-7430, ext. 135 or angela.shell@coe.net
- Southeastern Association of Educational Opportunity Program Personnel
www.saeopp.org
John Epps, 404-522-4642 or eppsj@bellsouth.net
- Western Kentucky University
www.wku.edu/TRIO
Charlene Manco, 270-745-2936, 270-745-2379 or charlene.manco@wku.edu

PRIORITY THREE

- ASPIRE Training Institute
www.aspire-training.org
Judy Coburn, 307-755-5530 or judy@aspire-training.org
- Council for Opportunity in Education
www.coenet.us
Renee Romero, 202-347-7430 or renee.romero@coenet.us
- Southeastern Association of Educational Opportunity Program Personnel
www.saeopp.org
John Epps, 404-522-4642 or eppsj@bellsouth.net

PRIORITY FOUR

- Council for Opportunity in Education
www.coenet.us
Andrea Reeve, 202-638-2887 or andrea.reeve@pellinstitute.org
- University of Washington
www.depts.washington.edu/trio
Karen Morell, 206-543-9288 or trio@u.washington.edu

PRIORITY FIVE

- Council for Opportunity in Education
www.coenet.us
Nate Easley, 202-347-7430 or nate.easley@coenet.us
- University of Washington
www.depts.washington.edu/trio
Karen Morell, 206-543-9288 or trio@u.washington.edu

“An organization's ability to learn may make the difference between its thriving and perishing in the years ahead.”

—Peter Senge
Motivational Speaker

A BIT OF HISTORY



The first presidential inauguration held in Washington, D.C. was for

Thomas Jefferson on March 4, 1801. On March 4, 1837, Martin Van Buren was inaugurated as the first president who was not born a British subject. Van Buren's inauguration also marked the first time the president-elect and president rode together to the Capitol for the inauguration.

RESOURCES



The TRIO Web site <http://www.ed.gov/ope/trio> holds a wealth of information for TRIO grantees. New items are posted weekly or biweekly and are easily found under the “News and Information” section. We encourage you to

add this site to your list of favorites and visit the site often to stay abreast of current issues affecting TRIO and the greater education community.

