



# Let's Talk TRIO

News you can use

FALL 2006

“ Encouraging young men to see beyond a world of hopelessness is part of a national effort to help all young people reach their full potential. ”

—Laura Bush  
First lady of the United States

## Archived Information Balancing the Genders

Until 1974, men participated in postsecondary education at a higher rate than women (“participation” being defined as the number of 18- to 24-year-olds who are enrolled in or have completed postsecondary education). Since 1974, the rate of participation has increased for both men and women. However, the participation rate of women outpaced that of men, and by 2003 participation patterns had reversed: 51 percent of women had entered or completed postsecondary education compared to 41 percent of men. Today, women earn an average of 57 percent of all bachelor’s degrees and 58 percent of all master’s degrees.

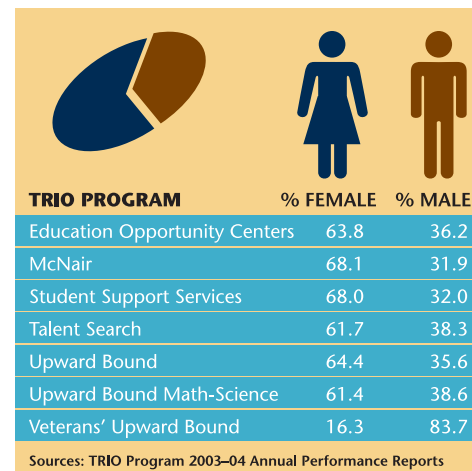
Community college participation statistics have indicated for many years the existence of severe gender gaps, with studies verifying that the gender gap in enrollment is greatest for low-income students. For black students the male-female gap is significant, representing a high disproportion of women at historically black colleges and other institutions. Administrators at liberal arts colleges also have struggled with resolution of the issue for years.

There is emerging evidence that the gender gap also is extending to flagship public universities. For example, the 2005 University of North Carolina at Chapel Hill freshman class was 58 percent female. Likewise, the 2006 freshman class at the University of Virginia will be 56 percent female, and at the University of California, systemwide, 57 percent of California residents admitted as freshmen this year also were women.

The declining percentages of males enrolling in or completing postsecondary education over the past 20 years also are reflected in the federal TRIO programs’ statistics. As the figure above right shows, with the exception of Veterans Upward

Bound (VUB), the participant breakdown for TRIO programs reflects an overall higher female than male participation.

### Percentage of Female and Male Enrollment, by TRIO Program



The *General Education Provisions Act* (GEPA) requires that grantees go beyond providing access to all students and seek out underrepresented groups for program inclusion. It is incumbent upon TRIO grantees to serve a well-balanced group of students.

Sources of information, excluding table: <http://nces.ed.gov/pubs2005/2005028.pdf>; <http://www.insidehighered.com/news/2005/06/03/gender>.

## MESSAGE FROM THE DIRECTOR

PRIORITY

“ The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. ”

—Alvin Toffler

American writer and former associate editor of *Fortune* magazine

Over the past several years the distinguishing characteristics of those participating in the Upward Bound (UB) and the Talent Search (TS) programs has become blurred. While some characteristics of the targeted student populations, such as low-income and first generation, are the same, other eligibility requirements and goals are quite specific and different.

The UB program is designed to generate skills and motivation necessary for success in education beyond secondary school. Further, the statute pertaining to TRIO requires that there be a determination that each participant has a **need for academic support** in order to pursue successfully education beyond secondary school. In making a determination of need for academic support, projects must focus on the student's academic deficiencies. While lack of a family support structure may be viewed as a factor that could negatively influence a student's decision to pursue a postsecondary education, it should not be a basis in and of itself for accepting a student into UB. That is, UB places a much heavier emphasis on instructional assistance to remedy identified academic deficiencies than the TS program.

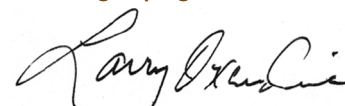
The TS program is designed to identify and serve qualified youths with **potential for academic success** at the postsecondary

level and encourage such youths to complete secondary school and pursue a program of postsecondary education. Students eligible for TS services are usually achieving academically but lack the history, exposure, and financial capacity for pursuing higher education. Of the services listed in the authorizing legislation, most focus on access to and support for postsecondary education, including assistance with course selection, college and financial applications, preparation for college entrance exams, and personal and career counseling.

Program differences become more apparent when comparing services. While TS projects may provide some academic support, e.g., tutoring, it is a small part of TS services. In contrast, for UB, the academic instruction component is the primary focus. Annually, we invest on average \$4,600 in each UB participant and \$385 in each TS participant. The difference in the amount of funds expended should reflect the differences in services students need and, therefore, services offered; that is, UB is more broad-based than TS.

As programs are being examined and reviewed for success, efficiency, and duplication, it is important to keep in mind that UB and TS programs must focus on their respective eligible student populations.

For specific program eligibility and services, visit <http://www.ed.gov/programs/trioupbound/index.html> or <http://www.ed.gov/programs/triotalent/index.html>.



## DEPARTMENT HIGHLIGHTS



Individuals who manage one or more of the Department's annual discretionary grants are responsible for ensuring that the grants are handled correctly. The major oversight responsibilities include:

- Implementing the project;
- Fulfilling the monitoring and reporting requirements;
- Overseeing fiscal management and accountability;
- Conducting project management and record keeping; and
- Ensuring compliance with statutory and regulatory requirements.

To assist with these responsibilities, a new online training course in the Grant Administration and Payment System (GAPS) is now available to grantees to improve their grants management skills. This course provides grantees with an overview of major responsibilities regarding all grants as well as guidance on the financial management and administrative requirements unique to discretionary grants.

This course may be accessed at: <http://www.humtech.com/DOED/Grants>. In addition to the online course, this site also provides printable versions of training materials and links to related Web sites and publications. For specific questions regarding the administration of their grants, grantees should call or e-mail the program contact listed in their Grant Award Notification.

# IDEAS INTO ACTION

**The University of California-Davis' Student Support Services (SSS) initiative, in partnership with the College of Education, offers its students a unique seminar class that explores the challenges and resources associated with the college experience.**



The course is designed not only to provide students with the information they need for personal growth and to foster success among their peers, but also to help students develop their skills in written and oral communication, interpersonal relationships, research, technology, and critical thinking.

The SSS participants meet in weekly two-hour sessions throughout the quarter. Sessions include guest speakers and student presentations, group and panel discussions, project planning activities, and exercises designed to develop skills in the various areas of peer mentoring education. Students also read articles on student retention, write and post informal responses to guest speakers on the program's listserv, and choose, formally propose, and carry out a project related to peer education.

The seminar is open to any SSS participant; however, class size is limited to 30–35 students. Participating students earn two hours of pass/no pass credit towards graduation.

For additional information on this TRIO seminar, contact Larry Greer, TRIO Scholars Program director, at [lmgreer@ucdavis.edu](mailto:lmgreer@ucdavis.edu).

**Interactive technology has grown to the extent that broad participation in training and workshops at little or no cost to grantees is possible. By utilizing a webcast, or “webinar,” Department of Education (ED) staff can now broadcast training without extensive travel.**

Grantees can participate in such training in several ways. One way is to view the webcast live via the Internet, which includes a trainer's presentation, online demonstrations, PowerPoint slides, and other materials. Questions can be directed to the trainer through a moderator by way of online chat. Once the live training has been conducted, it is archived online so that a grantee who missed it can access it at any time, and ED program contacts can hold subsequent live call-in sessions for questions and answers about the original webcast. Additionally, if a grantee does not have the technological capability to participate in a webcast, the session can be burned onto a DVD for viewing. Webcasts also may be conducted in conjunction with teleconference and videoconference methods.



This technology is new to the TRIO program office. Our first webcast, developed to support the UB pre-application workshops, will provide information in greater detail. The webcast is available now at <http://www.triogrants.com> and we encourage everyone to participate in this exciting new training opportunity.

**Note:** Minimum technical specifications regarding Internet connectivity and media capability on the participants' end are required.

**James F. Manning** was recently appointed to serve as acting assistant secretary for postsecondary education at the Department. In this position, he advises the secretary of education on all matters related to postsecondary education and administers programs that address critical national needs in support of the mission to increase student access to quality postsecondary education. In this position, he also will formulate federal postsecondary education policy. Manning also serves as the chief of staff at the Federal Student Aid office.

A native of Boston, Mass., Manning graduated from Northeastern University with high honors, majoring in political science and criminal justice. He started his government service in 1978 with an appointment to the Foreign Service.

In 1987 he served as special assistant to the president, responsible for directing first lady Nancy Reagan's public activities. While on the first lady's staff, he planned and directed the Just Say No antidrug campaign. Manning also has served the Department as acting assistant secretary, Office for Civil Rights, as chief of staff, Office of the Deputy Secretary, and as chief of staff and deputy assistant secretary, Office of Elementary and Secondary Education. Other experience includes serving as the acting CEO and chief operating officer for the Corporation for National and Community Service and as director of International Events for the National Basketball Association.

**Q:** What support is available to help meet the increasing need for teachers and students in the area of foreign languages?

**A:** Earlier this year, President Bush announced a national initiative on the teaching of critical foreign languages. The Department of Education, together with the departments of State and Defense and the Office of the Director of National Intelligence, is proposing to establish grants and train teachers under the National Security Language Initiative.

This initiative, with proposed funding of \$57 million, has three broad goals, focused on increasing the number of:

1. Americans mastering critical languages, starting at a younger age;
2. Advanced-level speakers of foreign languages, with an emphasis on critical languages; and
3. Foreign language teachers and the resources for them to teach most effectively.

The Department and its partners will direct resources toward educating students, teachers, and government workers in critical foreign languages, such as Arabic, Chinese, Japanese, and Korean, and increasing the number of advanced-level speakers in those and other languages.

The initiative proposes:

- Providing \$24 million to create incentives to teach and study critical languages in K–12 by refocusing the Department’s Foreign Language Assistance Programs (FLAP) grants;
- Building continuous programs of study of critical languages from kindergarten through university through a

new \$27 million program, that will start in 27 schools in the next school year, with plans to expand into additional schools;

- Establishing a Language Teaching Corps, with the goal of having 1,000 new foreign language teachers in schools before the end of the decade;
- Establishing a new nationwide distance education e-learning clearinghouse to deliver foreign language education resources to teachers and students across the country; and
- Expanding teacher-to-teacher seminars and training to reach thousands of foreign language teachers in 2007.

Additional details on this initiative may be found at <http://www.ed.gov/news/pressreleases/2006/01/01052006.html> or <http://www.state.gov/r/pa/prs/ps/2006/58733.htm>.



When you get right down

to the meaning of the word

*succeed*, you find that it simply

means to follow through.



—F. W. Nichol

Former vice president and general manager  
of IBM

**Susan Beaudoin** has joined the Department as the acting deputy assistant secretary of Higher Education Programs (HEP). In this capacity, she oversees the various programs that increase access to postsecondary education for disadvantaged students, strengthen the capacity of colleges and universities that serve a high percentage of disadvantaged students, and provide teacher and student development resources. Beaudoin also oversees international education and foreign language studies programs as well as the Historically Black Colleges and Universities Capital Financing Program.

Prior to joining the Department, Susan served as general counsel and board secretary for the New York State Higher Education Services Corporation, where she oversaw legal affairs. Additionally, Susan has taught as an adjunct faculty member at Schenectady County Community College, has served as counsel for the New York State Lottery and general counsel for the Albany Capital District Transportation Authority, and has been an attorney in private practice.

# NEWS YOU CAN USE

With the end of fiscal year 2006, there are several important budget-related items of which TRIO grantees should take note. Most discretionary programs, including TRIO, received an across-the-board reduction of 1 percent from the 2005 level. Even with the reduction, we were able to provide a base funding level of \$220,000 for TS and Educational Opportunity Centers (EOC) grants for those successful in the 2006 competitions.

However, to compensate for a decrease amounting to \$8.4 million, difficult decisions were made:

- The TRIO Dissemination Partnership grant competition was not held this year;
- The Training Program for Federal TRIO Programs grant funding was reduced; and
- Except for those that were increased to \$220,000, current TS and EOC grantees that re-competed successfully were held at their 2005 level of funding instead of providing a typical 3 percent increase.

We made these sacrifices to ensure that neither the number of grants that provide direct services to students nor the amount of funding provided to current grantees is reduced.

Further, we want you to understand that the administrative funds received in the federal TRIO office are utilized to support the grant process, annual performance reports and data analyses, profile reports, field readers, and the like. These administrative funds do not pay our salaries, travel, supplies, etc.

Administrative funds not used in support of TRIO programs go directly back into additional grants.

Given that budget issues are a primary concern for us all, the challenge is to continue to strive to provide high-quality services to our students. To that end, three of the TRIO programs have been through the Program Assessment Rating Tool (PART) process at this time. Two earned a Moderately Effective rating, while UB received a rating of Ineffective. We are working to make improvements in the UB program that will increase its effectiveness. A proposed priority for the upcoming UB competition was published in the *Federal Register*, July 3, 2006.

We are initiating a random assignment evaluation, to be conducted by the Department's National Center for Education Evaluation at the Institute of Education Sciences, to coincide with the new FY 2007 UB awards. This new five-year study will evaluate the impact of the UB program on student outcomes, focusing in particular on outcomes for high-risk students and the features of the individual UB programs that serve these students.

The best way to ensure our programs do not receive poor ratings is to make them so successful that everyone wants to take credit for the success. We challenge each of you, as the U.S. Army would say, **to be the best you can be**. And let's give our students that same opportunity, **to be the best they can be**, by providing them with high-quality programs.

## SOLDIER STATS



■ The average age of male VUB participants at entry into the project is 40.5 years. Female participants' average age of entry is 37.

■ Forty-seven VUB grantees were funded to provide services to 5,530 veterans. A total of 6,196 veterans were served by the 45 projects that returned performance reports.

■ While 80 percent of VUB projects offered GED and high school equivalency assistance to participants, only 6 percent of VUB participants received the service during the year.

■ Among VUB participants, 44 percent were white, 36 percent were African-American, 14 percent were Hispanic or Latino, and 5 percent were American Indian or Alaska Native. Less than 1 percent each were Asian, Native Hawaiian or other Pacific Islander, or more than one race.

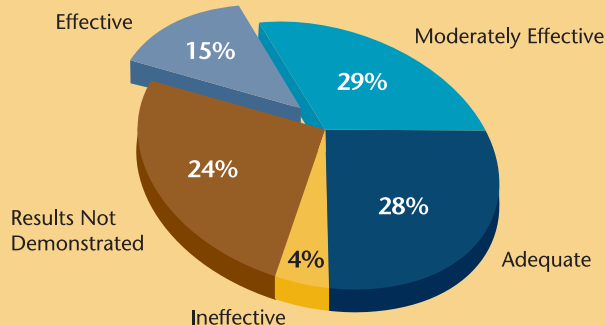
All statistics are from *A Profile of the Veterans Upward Bound Program: 2000—01*. The entire report may be found on the TRIO Web site.



### WHAT'S THE SCORE?

Distribution of Program Ratings per the PART Process

Number of Federal Programs Assessed: **793**



Source: Office of Management and Budget's Expect More Web site. Visit the home page at <http://www.whitehouse.gov/omb/expectmore/index.html> to search for an individual program and to learn its performance rating.

### MEASURING UP ...



Ronald E. McNair (McNair) program is undergoing the PART process this year.



# Solid Performances

The TRIO SSS and TS programs recently received ratings as a result of performance evaluations using the PART (see more on PART in the fall 2004 issue). The program rating indicates how well a program is performing, so the public can see how effectively tax dollars are being spent.

Programs classified as **performing** have ratings of Effective, Moderately Effective, or Adequate.

- **Effective**—This is the highest rating a program can achieve. Programs rated Effective have ambitious goals, achieve results, are managed well, and improve efficiency.
- **Moderately Effective**—In general, a program rated Moderately Effective has ambitious goals and is managed well. Staff of Moderately Effective programs likely need to improve efficiency or address other problems in the programs' design or management in order to achieve better results.
- **Adequate**—This rating describes a program in which staff need to set more ambitious goals, achieve better results, improve accountability, or strengthen management practices.

Programs categorized as **not performing** have ratings of Ineffective or Results Not Demonstrated.

- **Ineffective**—Programs receiving this rating are not using tax dollars effectively. Ineffective programs' staff have been unable to achieve results due to a lack of clarity regarding a program's purpose or goals, poor management, or some other significant weakness.

- **Results Not Demonstrated**—This rating indicates that program staff have not been able to develop acceptable performance goals or to collect data to determine whether the program is performing.

Both SSS and TS received a program rating of **Moderately Effective** in 2005. The performance reports indicate that both SSS and TS demonstrated positive effects and achieved their performance goals. However, these reports also noted that neither program has demonstrated improved efficiencies. Additionally, statutory and regulatory provisions for rewarding prior experience limit the number of first-time applicants that successfully compete for grants. To improve the performance of SSS and TS, Department staff are implementing a strategy to use efficiency measures to improve cost-effectiveness in achieving TRIO program goals, taking steps to ensure that projects are rewarded only for demonstrated performance, and exploring policies that would increase participation among qualified first-time grant applicants.

To date, 793 federal programs, or about 80 percent, have been assessed. Of the programs that have been rated, 44 percent have received ratings of Effective or Moderately Effective. (See figure at the bottom of page 5.) The relatively strong ratings of SSS and TS indicate that staff are taking the steps necessary to develop programs with greater effectiveness and efficiency. Currently, the McNair program is undergoing the PART process, with results expected by the close of the year.

“ Never look at the doors closing behind you or you'll miss the ones opening ahead.”

—Cyril Magnin

Lifetime San Franciscan businessman and arts patron

## PROGRESS MATTERS



Over the past four years, 27 local TRIO projects were defunded, and 32 had their

funding reduced due to lack of sufficient progress.

This figure includes:

- 10 SSS projects;
- 9 VUB projects;
- 13 UB projects;
- 2 UBMS projects;
- 19 Talent Search projects;
- 1 McNair project; and
- 5 EOC projects.



There is always a better way.



—Thomas Edison

Scientist and recipient of the 1921 Nobel Prize for Physics

# KEY DATES

## September

**6–8** – Council for Opportunity in Education’s annual conference. Department representatives spoke on the following topics via four concurrent sessions and one plenary session:

- Updates on the federal TRIO programs;
- Current issues related to VUB;
- Updates on changes to the SSS APR for the 2005–06 reporting year;
- Proposed changes to the TS and EOC APRs for the 2006–07 reporting year; and
- Grant responsibilities and expectations for new TRIO directors.

**10** – National Grandparents Day (instituted through Presidential Proclamation 4679, Sept. 6, 1979)

*In September, there are nine UB / UBMS / VUB / McNair pre-application workshops with dates and locations as follows:*

**12** – Detroit, Mich.

**13** – Los Angeles, Calif.

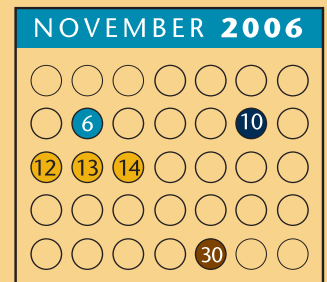
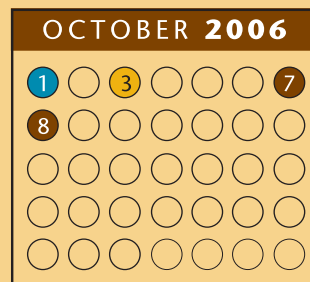
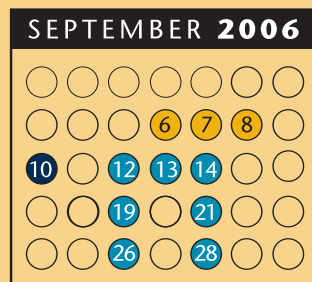
**14** – Minneapolis, Minn.

**19** – Newark, N.J. and New Orleans, La.

**21** – Seattle, Wash. and Dallas, Texas

**26** – Atlanta, Ga.

**28** – St. Louis, Mo.



## October

**1** – U. S. federal fiscal year 2007 begins.

**3** – UB / UBMS / VUB / McNair pre-application workshop – Washington, D.C.

**7–8** – Training for Priority 1 on record keeping, reporting student and project performance, and evaluation – Missoula, Mont. Conducted by the University of Washington and being held in conjunction with the Association of Special Programs in Region Eight (ASPIRE) conference.

## November

**6** – UB, UBMS, VUB grant applications due.

**10** – Commemorates the Marine Corps’ establishment in 1775. Originally part of the Navy, it became a separate unit on July 11, 1789.

**12–14** – Training for Priority 1 – record keeping, reporting student and project performance, and evaluation – Oklahoma City, Okla. Conducted by the University of Washington and being held in conjunction with the Southwest Association of Student Assistance Programs (SWASAP) conference.

**30** – APR due for UB, VUB, EOC, and TS.

## Upcoming Events

**TBD** – McNair grant applications due.

**TBD** – Meeting for new training project directors. New grantees will be notified by letter or e-mail regarding date and location.

**Dec. 4** – Training for Priority 3 – assessment of student needs, proven retention and graduation strategies, and the use of educational technology. Conducted by the Southeastern Association of Educational Opportunity Program Personnel (SAEOPP), this will be a webcast teleconference from Ashburn, Va.

**Dec. 31** – APR due for UBMS and McNair.



Obviously, the highest type of efficiency is that which can utilize existing material to the best advantage.

—Jawaharlal Nehru  
First prime minister of India



**UB** – Grant applications are due Nov. 6. The APR is due Nov. 30. Major changes for the next UB competition are listed below.

- All new participants must be selected from otherwise eligible students who have completed the eighth grade but not the tenth grade in secondary school, except a student who has previously participated in a regular UB project may be selected notwithstanding the student's grade level.
  - In addition to the traditional program requirements, 30 percent of **new** participants must be students who have completed the eighth grade but not the ninth grade and who have a high academic risk for failure.\*
- \*See the notice of final priority for the definition.
- There will be mandatory objectives that mirror the legislative purpose of UB and are aligned with UB's prior experience points.
  - Applicants will be encouraged to carefully look at the number of schools being served.
  - Each applicant will be asked to address the distribution of male enrollment and persistence.
  - Each applicant must agree to conduct its UB project in a manner consistent with the evaluation that the Department plans to conduct for the UB Program.

**UBMS** – Grant applications are due Nov. 6. The APR is due Dec. 31.

**VUB** – Grant applications are due Nov. 6. The APR is due Nov. 30.

**TS** – Four hundred fifty-eight (458) new grants were awarded in July. The APR is due Nov. 30.

**EOC** – One hundred twenty-five (125) new grants were awarded in July. The APR is due Nov. 30.

**SSS** – The APR was published twice in the *Federal Register* for common periods. Grantees are encouraged to utilize these comment periods to review and provide feedback on APRs and other related documents. Thank you to those of you who provided us with feedback. The APR is due January 31, 2007.

**McNair** – Grant applications will be due by the end of the year; exact date TBD. See the TRIO Web site for updates. The APR is due Dec. 31.

**CCAMPIS** – New awards will be announced no later than Sept. 30 using the 2005 competition slate.

**Training** – Eight new grants were awarded in July for a project period of Oct. 1, 2006–Sept. 30, 2008. Training opportunities for September through November are listed in the Key Dates section of this issue. Visit the TRIO Web site for registration information.



I slept and  
dreamt that life  
was joy; I awoke  
and saw that life  
was service; I  
acted and  
behold, service  
was joy.



—Rabindranath Tagore  
Bengali poet and  
recipient of the 1913  
Nobel Prize in Literature

## RESOURCES



The Education Commission of the States' (ECS) High School Policy Center has a new 50-state database with information on graduation requirements, college-ready standards, diploma options, and other high school-related policies across the states. See <http://www.ecs.org/00CN2867>.

The Web site <http://www.collegesource.org> provides access to online information about colleges and universities throughout the nation. A simple search function connects users to school profiles and Web sites for thousands of two- and four-year institutions of higher learning. These college and university Web sites provide free access to online catalogs, admissions information, financial aid assistance, etc.

The *Community Guide To Helping America's Youth* is intended to assist those in communities identify challenges they face and specific steps they can take to improve the lives of boys and girls in their areas. This Web-based guide is available at <http://www.helpingamericasyouth.gov>.

### ONLY ONE ...



UB will have only one competition this year, with three absolute priorities—UB, VUB, and UBMS.

There will be a separate reader panel for each priority.