



An Introduction to Student Service

The Federal TRIO Programs, the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Program, the Child Care Access Means Parents in School (CCAMPIS) Program, and the Graduate Assistance in Areas of National Need (GAANN) Program



U.S. Department of Education
An Introduction to Student Service
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I. History of the Programs

Federal TRIO Programs

The **Upward Bound (UB)** Program, the first Federal TRIO Program, was created under the authority of the *Economic Opportunity Act of 1964*, as amended. A year later, **Talent Search (TS)** was created as part of the *Higher Education Act of 1965* to assist students applying for newly authorized federal financial aid for postsecondary education. The TRIO name itself was born four years later when the *Higher Education Act of 1965* was amended in 1968 to include the Special Services for Disadvantaged Students program—what is now called **Student Support Services (SSS)**. UB, TS and SSS formed a trio of Federal programs designed to foster increased educational opportunity and attainment.

Since 1968, the TRIO programs have been expanded to provide a wider range of services. Today, nine TRIO programs are included under the TRIO umbrella, seven of which provide direct services to students. The 1972 amendments to the *Higher Education Act* created **Educational Opportunity Centers (EOCs)** to help adults select a postsecondary education program and obtain financial aid. **Veterans Upward Bound (VUB)** was also initiated in the 1972 as part of the Upward Bound program to serve returning Vietnam veterans. Amendments in 1986 added the **Ronald E. McNair Postbaccalaureate Achievement Program (McNair)** to foster doctoral degree attainment by students from underrepresented segments of society. In 1990, the **Upward Bound Math and Science (UBMS)** program was initiated as part of the Upward Bound program to address the need for specific instruction in the fields of mathematics and science. TRIO also includes a training program for project directors and other staff of TRIO projects (**Training Program for Federal TRIO Programs**, which was authorized in 1976). The TRIO programs are administered by the Student Service area of the Department's Office of Postsecondary Education.

GEAR UP Program

On September 29, 1998, President Clinton signed the **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** initiative into public law. Authorized under Title IV of the 1998 Amendments to the Higher Education Act of 1965 (HEA), GEAR UP was constructed to help low-income students prepare for higher education by incorporating holistic and research-driven enterprises in communities. Specifically, the GEAR UP Program provides grants to eligible States and partnerships to accomplish the program's goals of helping students to obtain a secondary school diploma (or its recognized equivalent) and to prepare for and succeed in postsecondary education.

Child Care Access Means Parents in School (CCAMPIS) Program

The **Child Care Access Means Parents in School (CCAMPIS) Program** is authorized by the Higher Education Opportunity Act of 2008 (P.L. 110-315), which amended and reauthorized the Higher Education Act (HEA) of 1965. The purpose of the CCAMPIS Program is to support the participation of low-income parents in postsecondary education through provision of campus based child care services.

Graduate Assistance in Areas of National Need (GAANN) Program

The **Graduate Assistance in Areas of National Need (GAANN) Program** was established in 1988 under the reauthorization of the Higher Education Act (HEA) of 1965, as amended. The HEA was last enacted in 2008 as the Higher Education Opportunity Act (HEOA). GAANN continues to operate under Title VII (Graduate and Postsecondary Improvement Programs) of the HEOA.

II. Descriptions of the Programs and Contact Information

Federal TRIO Programs

Upward Bound (UB)

- *Purpose:*
 - Provides fundamental support to participants in their preparation for college entrance, and opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits.
 - Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a four-year degree.
- *Activities provided:*
 - Instruction in mathematics, laboratory science, foreign language, composition, and literature;
 - Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
 - Assistance in secondary school course selection and postsecondary course selection;
 - Assistance in preparing for college entrance examinations;
 - Assistance in completing college admission applications;
 - Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
 - Assistance in completing financial aid applications;
 - Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts that lead to receipt of a regular secondary school diploma, entry into general educational development programs, or postsecondary education; and
 - Education or counseling services designed to improve the financial and economic literacy of students or the students' parents.
- *Applicant Eligibility:*
 - Who May Apply for UB Grants: Institutions of higher education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program, secondary schools.
- *Participant Eligibility:*
 - Students must have completed the 8th grade, be between the ages of 13 and 19, and have a need for academic support in order to pursue a program of postsecondary education. All students must be either from low-income families or be potential first-generation college students. The program requires that two-thirds of the participants in a project must be both low-income and potential first-generation students. The remaining one-third must be either low-income, first-

generation college students, or students who have a high risk for academic failure. Please see the program regulations in 34 CFR 645 for full eligibility criteria.

- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/trioupbound/awards.html>
- *For further information on the program, please contact:*

Ken Waters
U.S. Department of Education
400 Maryland Ave S.W.
Washington DC 20202
Phone: (202) 453-6273
Email: Ken.Waters@ed.gov

Talent Search (TS)

- *Purpose:*
 - Identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education.
 - Provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education.
 - TS publicizes the availability of financial aid and assist participant with the postsecondary application process, and encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education.
- *Activities provided:*
 - Connections to tutorial services;
 - Assistance in secondary school course selection and postsecondary course selection;
 - Assistance in preparing for college entrance examinations;
 - Assistance in completing college admission applications;
 - Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
 - Assistance in completing financial aid applications;
 - Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts, entry into general educational development programs, or postsecondary education; and
 - Education or counseling services designed to improve the financial and economic literacy of students or the students' parents.

- *Applicant Eligibility:*
 - Who May Apply for TS Grants: Institutions of higher education (IHEs), public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program, secondary schools.
- *Participant Eligibility:*
 - Students must be between the ages of 11 and 27 and have completed the fifth grade. In any given project, two-thirds of the participants must be students who are low-income and potential first-generation college students.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/triotalent/awards.html>
- *For further information on the program, please contact:*
 Craig Pooler
 U.S. Department of Education
 GEAR UP & TRIO Talent Search Division
 400 Maryland Ave S.W.
 Washington DC 20202
 Phone: (202) 453-6195
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Student Support Services (SSS)

- *Purpose:*
 - Provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward the successful completion of their postsecondary education.
 - The SSS program may also provide grants aid to current SSS participants who are receiving Federal Pell Grants.
 - The goal of the SSS is to increase the college retention and graduation rates of its participants to help students make the transition from one level of higher education to the next.
- *Activities provided:*
 - Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
 - Advice and assistance in postsecondary course selection;
 - Information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships;
 - Assistance in completing financial aid applications;
 - Education or counseling services designed to improve the student's financial and economic literacy;

- For students enrolled in two-year institutions, assistance in applying for admission to graduate and professional programs; and
- For students enrolled in two-year institutions, assistance in applying for admission to, and obtaining financial assistance for enrollment in four-year programs.
- *Applicant Eligibility:*
 - Who May Apply for SSS Grants: Institutions of higher education or a combination of institutions of higher education are the only entities eligible to compete for funds under the Student Support Services program.
- *Participant Eligibility:*
 - Participant Eligibility for Program Services: To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Low-income students who are first-generation college students and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.
 - Participant Eligibility for Grant Aid: To receive SSS program grant aid, students must be current participants in the SSS project who are in their first two years of postsecondary education and receiving Federal Pell Grants. Grant aid may be offered to students who have completed their first two years of postsecondary education and are receiving Federal Pell Grants if the institution demonstrates that these students are at high risk of dropping out and it has first met the needs of all its eligible first and second-year students.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/triostudsupp/awards.html>
- *For further information on the program, please contact:*

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 Student Support Services Program
 400 Maryland Ave S.W.
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Educational Opportunity Centers (EOC)

- *Purpose:*
 - Provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education and services to improve the financial and economic literacy of participants.
 - An important objective of the EOC program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process.
- *Activities provided:*
 - Education or counseling services designed to improve the financial and economic literacy of students;
 - Public information campaigns designed to inform the community about opportunities for postsecondary education and training;
 - Academic advice and assistance in course selection;
 - Assistance in preparing for college entrance examinations;
 - Individualize personal, career, and academic counseling;
 - Guidance on secondary school reentry or entry to a General Educational Development (GED) program or other alternative education program for secondary school dropouts;
 - Tutorial services
 - Career workshops and counseling;
 - Mentoring programs involving elementary or secondary school teachers, faculty members at institutions of higher education, students, or any combination of these persons; and
 - Programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students.
- *Applicant Eligibility:*
 - Who May Apply for EOC Grants: Institutions of Higher Education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program; secondary schools.
- *Participant Eligibility:*
 - Participants must reside in the target area served by an Educational Opportunity Center. The students must be at least 19 years old and two-thirds of them must be potential first-generation college students and low-income persons. If the services of a Talent Search program are not available in the target area, persons under 19 may be served. Please see the program regulations in 34 CFR 644 for full eligibility criteria.

- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/trioec/awards.html>
- *For further information on the program, please contact:*
Rachael Couch
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Email: rachael.couch@ed.gov

Veterans Upward Bound (VUB)

- *Purpose:*
 - To motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education.
 - The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas.
- *Activities Provided:*
 - Instruction in mathematics, laboratory science, foreign language, composition, and literature;
 - Intensive basic skills development in academic subjects required for the successful completion of a high school equivalency program and for admission to postsecondary programs;
 - Short-term remedial or refresher courses for veterans who have graduated from high school but delayed pursuing postsecondary education;
 - Special services, including mathematics and science preparation, to enable veterans to make the transition to postsecondary education;
 - Assistance in securing support services from other available resources such as the U.S. Department of Veterans Affairs, state veterans agencies, and other associations or agencies that serve veterans;
 - Assistance in postsecondary course selection;
 - Assistance in preparing for college entrance examinations;
 - Assistance in completing college admission applications;
 - Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
 - Assistance in completing financial aid applications;
 - Guidance and assistance in alternative education programs, entry into general educational development programs or postsecondary education; and
 - Education or counseling services designed to improve the financial and economic literacy of students.

- *Applicant Eligibility:*
 - Who May Apply for VUB Grants: Institutions of higher education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purpose of the program, secondary schools.
- *Participant Eligibility:*
 - Participants must meet military service requirements stipulated in the authorizing statute and be low-income, prospective first-generation college students who are preparing to enter a postsecondary institution. The program requires that at least two-thirds of the participants in a project be both low-income and first-generation. The remaining participants must be either low-income or first-generation military veterans who served in active duty in the U.S. Armed Forces for more than 180 days and received other than a dishonorable discharge; was discharged because of a service connected disability; was a member of a reserve component of the Armed Forces called to active duty for a period of more than 30 days; or was a member of a reserve component of the Armed Forces who served on active duty in support of a contingency operation on or after September 11, 2001; and have a high risk for academic failure. Please see the program regulations in 34 CFR 645 for full eligibility criteria.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/triovub/awards.html>
- *For further information on the program, please contact:*
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Ronald E. McNair Postbaccalaureate Achievement Program (McNair)

- *Purpose:*
 - Awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities.
 - McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential.
 - Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress through to their successful completion of advanced degrees.

- The goal of McNair is to increase the attainment of doctoral degrees by students from underrepresented segments of society.
- *Activities Provided:*
 - Opportunities for research or other scholarly activities;
 - Summer internships;
 - Seminars and other educational activities designed to prepare students for doctoral study;
 - Tutoring;
 - Academic counseling; and
 - Activities designed to assist students participating in the project in securing admission to and financial assistance for enrollment in graduate programs.
- *Applicant Eligibility:*
 - Who May Apply for McNair Grants: Institutions of higher education and combinations of institutions of higher education.
- *Participant Eligibility:*
 - Students who qualify for McNair must be enrolled in a degree-granting program at an eligible institution. In all projects, at least two-thirds of the participants must be low-income, potential first-generation college students. The remaining participants may be from groups that are underrepresented in graduate education.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/triomecnair/awards.html>
- *For further information on the program, please contact:*

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Upward Bound Math and Science (UBMS)

- *Purpose:*
 - To strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and to encourage them to pursue postsecondary degrees in math and science.
- *Activities Provided:*
 - Instruction in mathematics, laboratory science, foreign language, composition, and literature;
 - Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
 - Assistance in secondary school course selection and postsecondary course selection;
 - Assistance in preparing for college entrance examinations;
 - Assistance in completing college admission applications;
 - Information on the full range of Federal student financial aid programs and resources for locating public and private scholarships;
 - Assistance in completing financial aid applications;
 - Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts that lead to receipt of a regular secondary school diploma, entry into general educational development programs, or postsecondary education;
 - Education or counseling services designed to improve the financial and economic literacy of students or the students' parents;
 - Intensive instruction in mathematics and science, including hand-on experience in laboratories, in computer facilities, and at field sites;
 - Exposure to university faculty who do research in mathematics and science;
 - Opportunity for participants to conduct research under the guidance of a faculty member or graduate students serving as the participant's mentor; and
 - A summer instructional component that is designed to simulate a college-going experience and includes daily coursework and other activities.
- *Applicant Eligibility:*
 - Who May Apply for UBMS Grants: Institutions of higher education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program, secondary schools.

- *Participant Eligibility:*
 - Students must be eligible to participate in the Upward Bound Math and Science program and must have completed the eighth grade. Two-thirds of all participants must be low-income, potential first-generation college students. The remaining one-third must be low-income or potential first-generation college students. Please see the program regulations in 34 CFR 645 for full eligibility criteria.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/triomathsci/awards.html>
- *For further information on the program, please contact:*
 Sharon Easterling
 U. S. Department of Education
 400 Maryland Ave S.W.
 Washington DC 20202
 Phone: (202) 453-7425
 Email: sharon.easterling@ed.gov

Training Program for Federal TRIO Program

- *Purpose:*
 - Provides funding to enhance the skills and expertise of project directors and staff members employed in the Federal TRIO Programs.
 - Training projects may include conferences, seminars, internships, workshops or publication of manuals. Each year, one or more Training Program projects must provide training for new project directors and must cover the following topics which are absolute priorities under any competition.
- *Project Topics Provided:*
 - The legislation and regulatory requirements for operating projects funded under the Federal TRIO Programs.
 - Assisting students to receive adequate financial aid from programs assisted under title IV of the Act and from other programs.
 - The design of operation of model programs for projects funded under the Federal TRIO Programs.
 - The use of appropriate educational technology in the operations of projects funded under the Federal TRIO Programs.
 - Strategies for recruiting and serving hard-to-reach populations, including students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students who are individuals with disabilities, students who are homeless children and youths, students who are foster care youth, or other disconnected students.

- *Applicant Eligibility:*
 - Who May Apply for Training Program Grants: Institutions of higher education and other public and private nonprofit institutions and organizations are the only entities eligible to compete for funds under the Training program.
- *Participant Eligibility:*
 - Individuals who are employed (or who are preparing for employment) in a TRIO project are eligible to participate in Training programs.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/triotrain/awards.html>
- *For further information on the program, please contact:*
 Suzanne Ulmer
 Graduate & Special Focus Programs
 U.S. Department of Education, OPE
 400 Maryland Ave S.W.
 Washington DC 20202
 Telephone: (202)453-7691
 Email: Suzanne.Ulmer@ed.gov

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

- *Purpose:*
 - Provides six or seven-year grants to States and Partnerships.
 - The GEAR UP Program is a discretionary grant program that provides funding for academic and related support services to eligible low-income students, including students with disabilities, to help them to obtain a secondary school diploma and to prepare for and succeed in postsecondary education.
- *Projects Provided:*
 - GEAR UP offers state and partnership grants. State grants are competitive six or seven-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students and a scholarship component.
 - Partnership grants are competitive six or seven-year matching grants that must support an early intervention component and may support a scholarship component designed to increase college attendance and success and raise the expectations of low-income students.

- *Applicant Eligibility:*
 - Who May Apply for GEAR UP Grants: Any state agency designated by the governor of the state may apply. Additionally, partnerships consisting of one or more local educational agencies and one or more degree-granting institutions of higher education and not less than two other community organizations or other entities such as businesses, professional organizations, or state agencies may apply.
- *Participant Eligibility:*
 - GEAR UP projects provide services to students through a Cohort (whole-grade) and/or a Priority (student-based) approach. To learn more about whether a student in your service area may be eligible for GEAR UP services, please contact the GEAR UP Program contact listed below.
- *To locate current projects in your area, please visit:*
 - <http://www2.ed.gov/programs/gearup/awards.html>
- *For further information on the program, please contact:*
Karmon Simms-Coates
U.S. Department of Education
GEAR UP & TRIO Talent Search Division
400 Maryland Ave S.W.
Washington DC 20202
Phone: (202) 453-7917
Email: Karmon.Simms-Coates@ed.gov

Graduate Assistance in Areas of National Need (GAANN)

- *Purpose:*
The Graduate Assistance in Areas of National Need (GAANN) program provides fellowships, through graduate academic departments and programs of institutions of higher education (IHEs), to assist graduate students with superior ability who demonstrate financial need and plan to pursue the highest degree available in their course study at the institution in a field designated as an area of national need.
- *Areas of National Need:*
GAANN areas of national need are designated prior to a competition. Under Section 712(b) of the GAANN statute: after consultation with appropriate Federal and nonprofit agencies and organizations, including the National Science Foundation, the Department of Defense, the Department of Homeland Security, the National Academy of Sciences, and the Bureau of Labor Statistics, the Secretary shall designate the areas of national need. The appendix to Part 648 of the GAANN regulations provides the listing of Academic Areas in which to select the GAANN areas of national need. The areas of national need are specified in the notice prior to a competition.

In FY 2015 the selected GAANN areas of national need are:
Area, Ethnic, and Cultural Studies; Biological Sciences/Life Sciences; Chemistry;
Computer and Information Sciences; Engineering; Foreign Languages and Literature;
Mathematics; Nursing; Physics; Psychology; and Educational Evaluation, Research,
and Statistics.

- *Applicant Eligibility:*

Who May Apply for GAANN Grants: An academic department of an Institution of Higher Education (IHE) that has been in existence for at least four years at the time of an application for a grant and provides a course of study leading to a graduate degree. Non-degree granting institutions may submit joint proposals with degree-granting IHEs. The Secretary does not award a grant under this part for study at a school or department of divinity. **Students are NOT eligible to apply for this grant.**

- *Participant Eligibility:*

In selecting individuals to receive a fellowship, an academic department shall consider only individuals who: Are currently enrolled as a graduate student, have been accepted at the grantee institution, or are enrolled or accepted as a graduate student at an eligible non-degree granting institution; are of superior ability; have an excellent academic record; have financial need; are planning to pursue the highest possible degree available in their course of study; are planning a career in teaching or research; are not ineligible to receive assistance under 34 CFR 75.60; and are:

1. United States citizens or nationals;
2. Permanent residents of the United States; or
3. Provide evidence from the [Immigration and Naturalization Service](#) that they are in the United States for other than a temporary purpose with the intention of becoming permanent residents

- *To locate current projects in your area, please visit:*

<http://www2.ed.gov/programs/gaann/index.html>

- *For further information on the program, please contact:*

Rebecca Ell, rebecca.ELL@ed.gov, (202) 453-6348
U.S. Department of Education
Graduate Assistance in Areas of National Need Program
400 Maryland Avenue, SW
Washington, DC 20202
E-mail: OPE_GAANN_Program@ed.gov

Child Care Access Means Parents in School Program (CCAMPIS)

- *Purpose:*
 - This program supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services.
- *Activities provided:*
 - Support or establish campus-based child care programs primarily serving the needs of low-income students enrolled at the institution.
 - Supporting or establishing a campus-based child-care program that primarily serves the needs of low-income students enrolled at the institution;
 - Establishing or expanding child-care programs for infants and toddlers as well as providing before- and after-school services for older children;
 - Subsidizing the costs of the child-care services for low-income students;
 - Grants may be used for before- and after-school services.
 - Grants may be used to serve the child care needs of the community served by the institution.
- *Applicant Eligibility:*
 - Who May Apply for CCAMPIS Grants: An institution of higher education is eligible to receive a grant under this program if the total amount of all Federal Pell grant funds awarded to students enrolled at the institution of higher education for the preceding fiscal year equals or exceeds \$350,000.
- *Participant Eligibility:*
 - Low-income student-parents who are eligible to receive a Federal Pell grant for the fiscal year in which the determination is made.
- The CCAMPIS Program is governed by the Higher Education Opportunity Act (Public Law 110-315) (HEOA).
- *To locate current projects in your area, please visit:*
<http://www2.ed.gov/programs/campisp/awards.html>
- *For further information on the program, please contact:*
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III. FY 2015 Award Summary and Program Maps

Fiscal Year 2015 Student Service Award Summary			
Program	Number and Amount of <u>New</u> Awards	Number and Amount of <u>Non-Competing Continuation (NCC)</u> Awards	Total Number and Amount of <u>All</u> Awards Made in FY 2015
Upward Bound	n/a	813 NCC awards \$263,412,436	813 total awards \$263,412,436 61,361 participants
Upward Bound Math and Science	n/a	162 NCC awards \$43,050,368	162 total awards \$43,050,368 10,034 participants
Veterans Upward Bound	n/a	49 NCC awards \$13,548,241	49 total awards \$13,548,241 6,566 participants
Ronald E. McNair Postbaccalaureate Achievement	n/a	151 NCC awards \$35,701,197 ¹	151 total awards \$35,701,197 4,293 participants
Educational Opportunity Centers	n/a	126 NCC awards \$46,606,423 ²	126 total awards \$46,606,423 189,733 participants
Student Support Services	1,009 new awards \$273,538,379	72 NCC awards \$23,718,297	1,081 total awards \$297,256,676 205,263 participants
Talent Search	n/a	449 NCC awards \$134,520,595 ³	449 total awards \$134,520,595 310,199 participants
TRIO Training	n/a	8 NCC awards \$1,524,998	8 total awards \$1,524,998 Participants n/a
GEAR UP	4 new awards \$7,951,602	123 NCC awards \$291,838,142 ⁴	127 total awards \$299,789,744 570,462 participants
Graduate Assistance in Areas of National Need	95 new awards \$23,467,363	24 NCC awards \$5,621,969	119 total awards \$29,089,332 591 fellowships ⁵
CCAMPIS	n/a	85 NCC awards \$14,820,597 ⁶	85 total awards \$14,820,597 Participants n/a

¹ Includes \$10,436,942 in FY 2014 forward funding to 44 McNair NCCs, which was used to fund program activities in FY 2015. Does not include \$8,026,417 in FY 2015 forward funding to 34 McNair NCCs, which will be used to fund program activities in FY 2016.

² Does not include \$318,733 in FY 2015 forward funding to one off-cycle EOC NCC, which will be used to fund program activities in FY 2016.

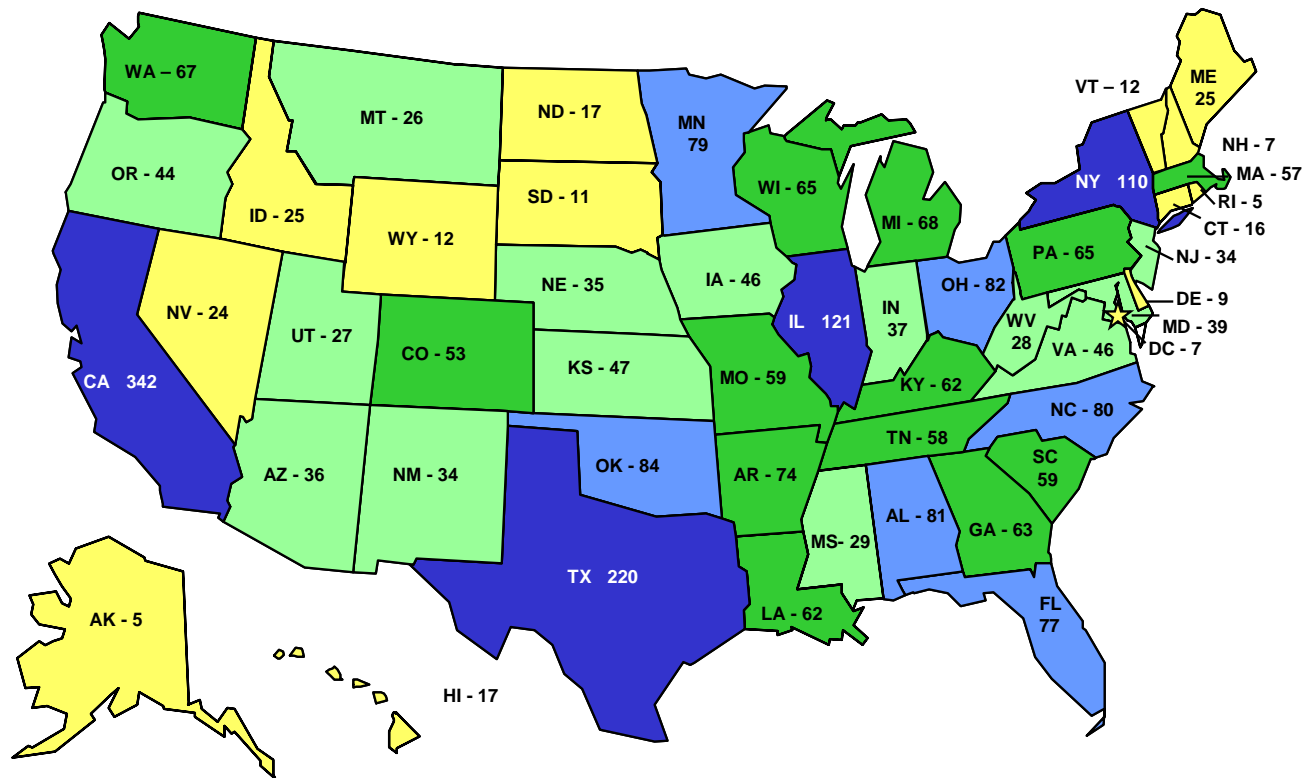
³ Does not include \$534,164 in FY 2015 forward funding to two off-cycle TS NCCs, which will be used to fund program activities in FY 2016.

⁴ Includes \$3,973,901 in FY 2014 forward funding to three GEAR UP NCCs, which was used to fund program activities in FY 2015. Does not include \$2,396,624 in FY 2015 forward funding to one GEAR UP NCC, which will be used to fund program activities in FY 2016.

⁵ Due to FY 2015 funds available, one of these 591 fellowships is a partial fellowship. We anticipate FY 2016 GAANN funds will support a supplemental award to bring this partial fellowship up to a full fellowship amount.

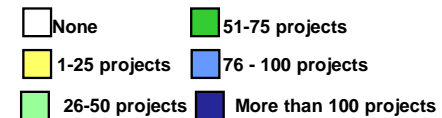
⁶ Does not include \$313,403 in FY 2015 forward funding to one CCAMPIS NCC, which will be used to fund program activities in FY 2016.

2015-16 Open TRIO Projects 2,839 Projects Serving a Total of 787,449 Students



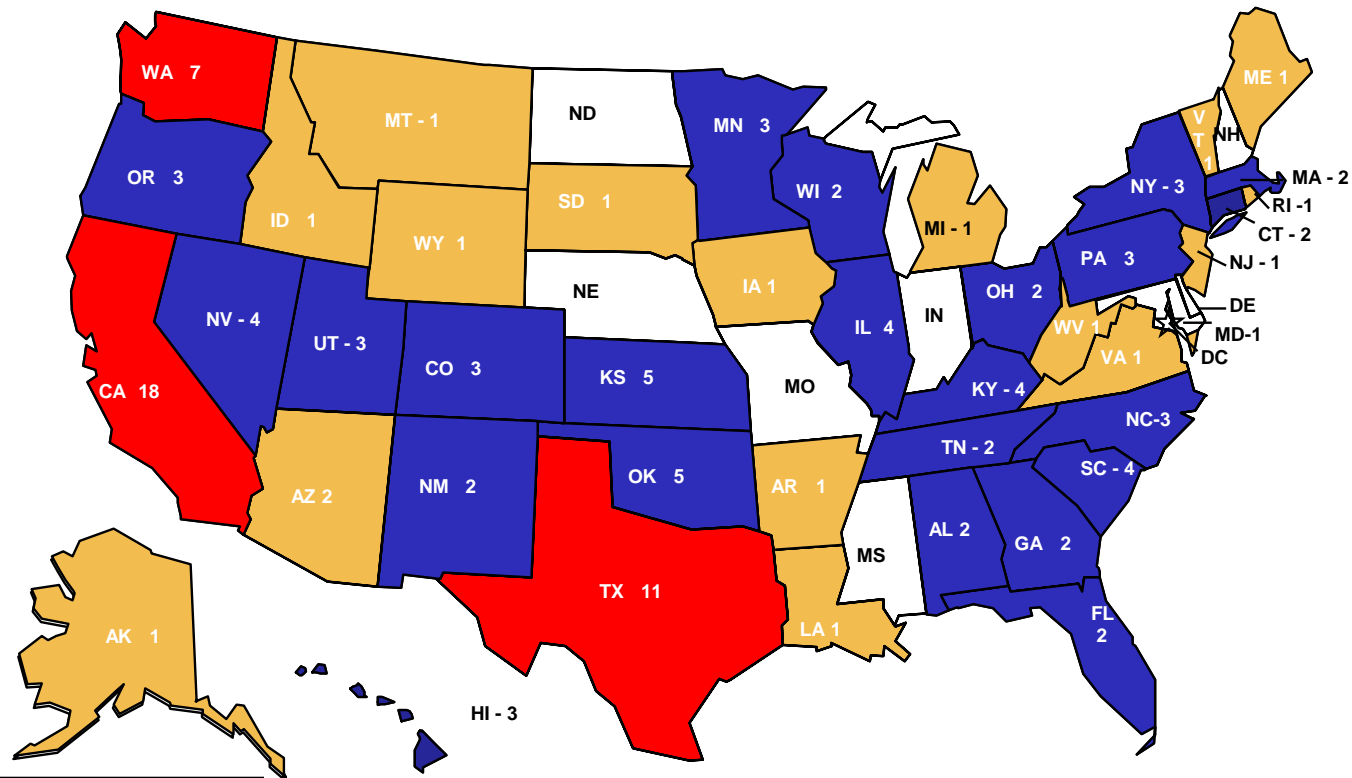
Insular Areas

Puerto Rico - 42 Guam - 4
Micronesia - 3 Am. Samoa - 1
Palau - 2



GEAR UP Grant Recipients

By State FY 2015

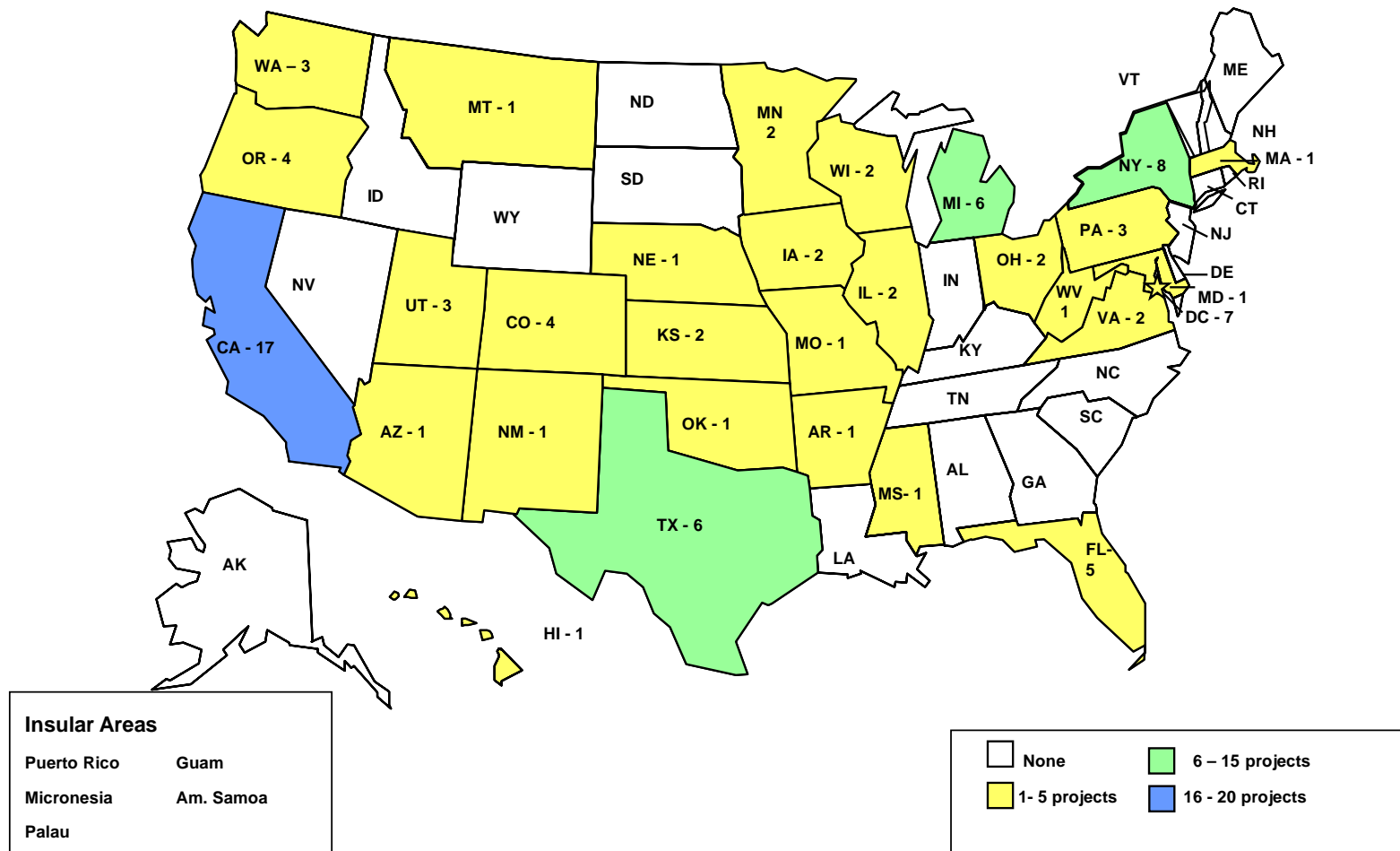


Others Not on the Map

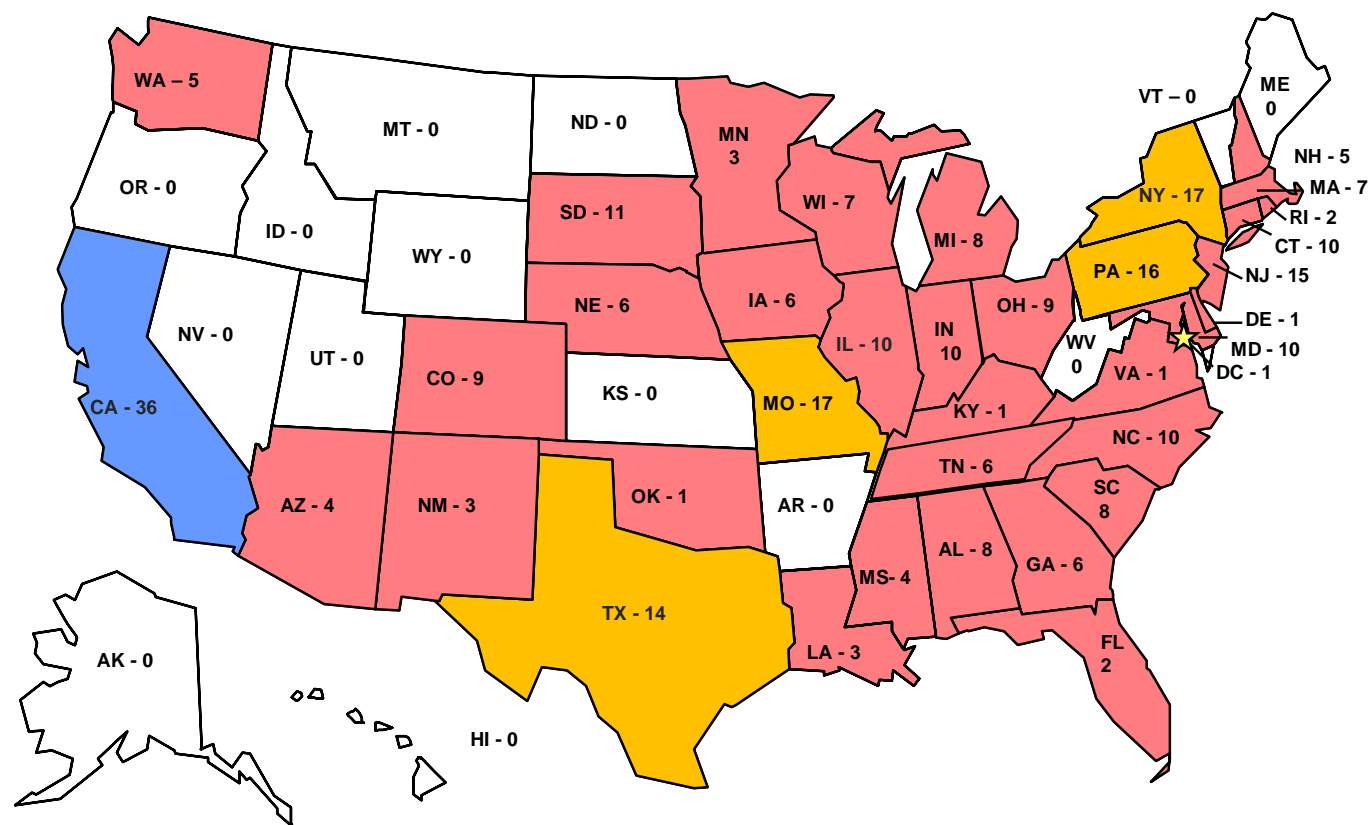
Puerto Rico – 0 awards Guam – 0 awards
Federated States of Micronesia – 1 award
Palau – 0 awards

None 6-10 Awards
1 Awards
2-5 Awards

2015-16 Open CCAMPIS Projects 85 Projects, Total Funding \$14,820,597



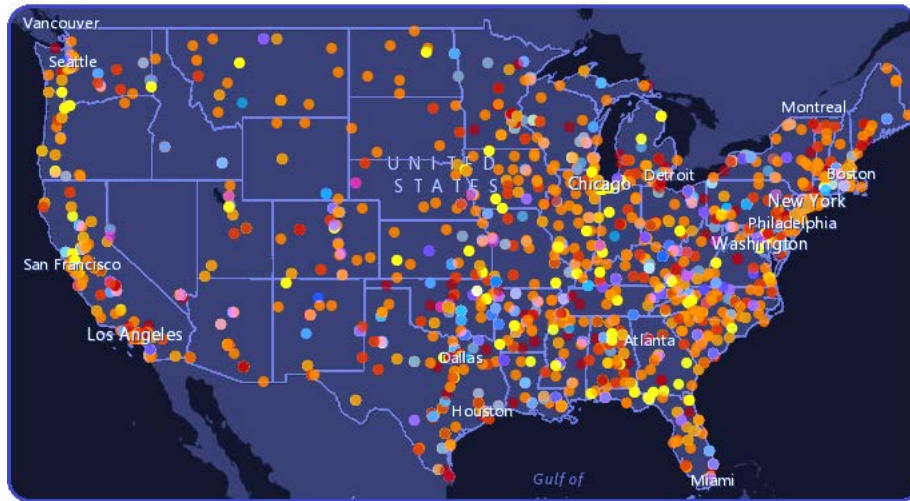
FY 2015 Open GAANN Projects***
277 Open Projects, FY 2015 Appropriation \$29,293,000



***Please see the GAANN Program Description section elsewhere in this document for an explanation and listing of the areas of national need funded under the GAANN fellowships.

 None	 11 – 35 projects
 1-10 projects	 More than 35 projects

IV. TRIO's Online Interactive Story Map



<http://nces.ed.gov/programs/maped/storymaps/trio/>

TRIO's online, interactive Story Map is a new and exciting tool for anyone seeking to find and learn about the programs funded by the Federal TRIO Programs. Story maps are being used to convey information in a user-friendly, interactive format. The TRIO Story Map harnesses the power of geography to tell the story of the Federal TRIO Programs and to demonstrate the wide footprint of the programs. In developing this new tool, our office had three main goals:

1. Show the vast footprint and geographic distribution of our programs.
2. Convey information in an interesting, interactive and user-friendly format.
3. Provide a tool to encourage networking and collaboration.

Hosted by the National Center for Education Statistics, the interactive Story Map shows the location of all TRIO program project sites as of the 2013-14 reporting year. In addition to displaying the geographic distribution of grantees both by individual program and for all programs at once, users can read about the main highlights of each program. Also, by clicking on any project site, users gain access to key institutional characteristics of grantees, including city, state, type of institution, regional location, funding amount, participants served, and the size of the institution.

The map will be updated each year to reflect changes in the TRIO grantee community. Forthcoming iterations of the map will also include project contact information and outcome data (i.e., enrollment, persistence, completion) that is currently available on the TRIO website under the performance tab for each of the programs.

V. Voices from the Field: Highlights from Student Service Projects

Each week, the U.S. Department of Education highlights project-level happenings from Student Service grantees across the country. We identify these stories through submissions from grantees, through staff outreach and travel, as well as through publicly-available sources, such as press releases and news stories. "Voices from the Field," as these stories are called, are shared with our colleagues and stakeholders to spotlight the important work being done by Student Service grantees and participants. We have highlighted several submissions below.

Voices from the Field – Child Care Access Means Parents in School



The Winona State University (WSU) in Winona, Minnesota (MN) Children's Center Programs recently hosted the grand opening of their new "Family Room," which is an outgrowth of their Student Parent Program which begun with the **Child Care Access Means Parents in School** (CCAMPIS) grant. Thanks to a campus collaboration with the WSU TRIO Student Success office, the Student Parent Program (SPP) was awarded additional funding from the MN Department of Health, which helped create the Student Parent Program. This staff



advised/student-led group reaches out to student parents (moms and dads) by connecting them with needed resources and creating a vibrant student parent network on campus through weekly lunch meetings. An example of the SPP efforts is a seasonal Clothing Exchange arranged each spring and fall; donations are received from faculty and community families, and are offered free of charge for all student parents.

The success of these combined CCAMPIS and SPP efforts helped WSU secure a third grant from the MN Department of Human Services which funded the remodel of an underused Center space into the "Family Room." The comfortable room is the hub for the SPP Meetings, as well as Early Head Start family socialization visits and other events focused on building parent-child relationships. The room also is home to the Center's children's book collection and is furnished with couches, chairs for nursing moms, and computers with a network printer. Over the past year, the CCAMPIS program has been visited by the Lt. Governor and the Department of Human Services Commissioner as well as representatives from the MN Department of Maternal and Child Health. Each visit resulted in very positive remarks for the efforts that have effectively blended agency resources.

Voices from the Field – Educational Opportunity Centers



(Left) EOC participant, Ms. Vanessa Butler (married in 2015 --now Mrs. Crouch) rediscovered her potential during her visits with EOC's Education Specialist Kyle Davis (right)

I grew up in a poor home where my dad was an addict and not around much. I first used drugs at age ten and thought it was normal. I loved my dad even though he was an addict. He passed away my junior year of high school, I was broken hearted. After that I followed my dad's footsteps, selling and using drugs. I missed a lot of school and failed my senior year.

By age nineteen I had a felony case, my drug addiction continued for three years and I ended up in prison. In prison I regained focus, determined to be a better person. Wanting to get my education, the **TRIO Educational Opportunity Centers (EOC)** Program helped me enroll in GED classes in the fall of 2010, where I obtained my GED.

Upon release in September 2011, I came to His House Ministry Homes in Claremore, Oklahoma. TRIO again assisted me by completing my FAFSA and the admissions application to Rogers State University. I was not accepted into RSU because of my felony conviction. However, a special person from RSU stepped forward to support my application, within days I was accepted. I was going to RSU, I was thrilled!

Attending RSU, the EOC family has been there offering advice, friendship and a smile of encouragement. This unconditional support has been constant for me as I work toward my degree at the university. While attending RSU I served as house manager at His House Ministry Homes helping women released from prison transition into society. Today as a leader in Celebrate Recovery I visit women in the County Jail, who struggle with addictions. My goal is to earn a degree in Community Counseling, becoming a drug and alcohol counselor helping those recovering from addictions. I've worked hard to get where I am today with a lot of help from TRIO and an education. Six years ago I didn't see myself as a college student because I had no confidence. Today I know I can do whatever I want and be whoever I want to be with the support I have. There's no stopping me!

Currently, I go into Dr. Eddie Warrior's correctional Center (where I was incarcerated at) to teach a class called women in transition. I also sponsor women coming out of prison. And I'm married and have been blessed to help raise two wonderful step children which I claim as my own!!

Voices from the Field – GEAR UP



[Photos submitted by Austin Carter.]

My name is Austin Carter and my story is not yet a story, because all stories come to an end, and my friend, it is just the beginning. Growing up without a stable home, without stable parents, and without a sense of direction truly pushed me to a point where I thought the world was going to consume me. Foster care was a test of pure patience and will, and I am so thankful that I was able to dig deep down into the depths of my character and pass. Kansas Kids @ **GEAR UP** -- this program shined a light on the darkness that I was trying to navigate. Cathy Crist, the coordinator of region 2

through GEAR UP, changed my life. We recently returned from Washington DC, where I was nominated and invited into the White House to share my story. First Lady Michelle

Obama called it the Beating the Odds Summit, rightfully so. I now have a network of people the same age as me who also attended the Summit; together, we have the power to truly change this world. As of right now, I am getting ready to attend Kansas State University this fall, and I intend to pursue Japanese. Through K-State's study abroad program, I plan to travel to Japan and indulge in culture shocks as well as the language itself. My life goal is to change the lives of people who are trembling at night because of the cold, trembling because of the pain in their stomach, trembling to the thought of getting slaughtered in their sleep. If I have to dedicate my life to change one, I will. I am a healer; this is what I am destined to do.

Voices from the Field – Graduate Assistance in Areas of National Need

The **Graduate Assistance in Areas of National Need** (GAANN) program has been cited as a key factor in helping a university win a national award! The recipient of the 2013 Award for an Exemplary Program or Achievement in a Mathematics Department is the Department of Mathematics at the University of Texas at Arlington. The American Mathematical Society presents the award annually to recognize a department that has distinguished itself by undertaking an unusual or particularly effective program of value to the mathematics community. The mathematics department at the University of Texas at Arlington has made a concerted and highly successful effort over the last decade to build a doctoral program whose composition reflects the demographics of our diverse nation. During the period 2005-2010 the department more than doubled its number of full-time, funded doctoral students and substantially increased its percentage of U.S. citizens and permanent residents, women and minorities.

Year	Doctoral Students (total)	U.S. Citizens or Permanent Residents	Women	Underrepresented Minority Students
2005	23	9	5	1
2010	52	29	20	8

The success of the mathematics department at the University of Texas at Arlington may be attributed to several factors, all of which are replicable. Perhaps the most important of these factors is broad support and participation by faculty. During the last three years, ninety-seven percent of departmental faculty either supervised a graduate student or served as a PI or co-PI on a doctoral student training grant. The broad faculty support has enabled the department to put in place a highly successful mentoring program as well as a strong professional development program. A second factor is the department's success in locating funding for its efforts receiving more than four million dollars from competitive external doctoral fellowship grants. Specifically the project director states "without the GAANN support we would not have been able to achieve the success in our graduate program."

Please visit the following link for an inspirational video highlighting the GAANN program:
<https://uta.box.com/s/9uxw5wg0626ume8syx1h18j0yzir9dzt>

Voices from the Field – Ronald E. McNair Postbaccalaureate Achievement



Image accessed via:
<http://www.aishahaynes.com/>

Aisha Haynes realized her potential of furthering her education and obtaining a doctorate degree through her participation in the **TRIO Ronald E. McNair Postbaccalaureate Achievement** (McNair) Program at the University of South Carolina. Featured in the Fall 2012 edition of the TRIO Messenger newsletter, which provides news from the University of South Carolina TRIO Programs, Dr. Haynes reflects on her experiences in McNair. “I loved the McNair program and it is because of it that I even started thinking about obtaining a doctorate degree. What a rigorous program!”

Dr. Haynes recently earned an Ed.D in Curriculum and Instruction at the University of South Carolina. Her dissertation focused on the differences in learning styles between students who select a traditional versus a technologically-enhanced course delivery method. Her findings will contribute to a better understanding of why students select a particular course delivery method. Earning a doctorate is clearly not an easy task, and Dr. Haynes notes that she was able to successfully complete the program by staying connected with strong professors and mentors, having a support network of family and friends and having her own determination to succeed. “I had myself on a very tight schedule and I didn’t let anything come in between me and writing,” she says.

Dr. Haynes gives much credit to McNair for helping her to attain an advanced level of academic achievement. “Honestly, I don’t think I would be where I am today without the TRIO [McNair] program,” she says.

In 2013, Dr. Haynes established the Dr. Aisha S. Haynes Endowed Scholarship Fund. The scholarship will be awarded to first generation/low-income college students in TRIO Programs (Opportunity Scholars Program) at the University of South Carolina. More specifically, the scholarship will be awarded to rising seniors who have at least a 3.0 GPA and who have shown exemplary University or Community Service.

Voices from the Field – Student Support Services



Chris Beasley, an alumnus at Illinois' Lincoln Trail College (LTC), was inspired to change his life through his participation in the **TRIO Student Support Services (SSS)** Program. Dr. Beasley spent most of his adolescence and young adulthood using drugs and participating in other activities that caused him to spend some time in prison. He was subsequently persuaded by his uncle to take a step toward changing his life by enrolling at LTC, where he became part of SSS. Regarding his experiences in SSS, Dr. Beasley states:

“TRIO [SSS] provided a peer network and opportunities that showed me how I could be successful outside of the drug world. For example, I was able to mentor and tutor other students. The mentoring of other students helped me give back to society, and the tutoring provided validation for my academic progress—someone actually valued my academic potential enough to pay me for my services! It wasn't until I participated in a TRIO [SSS] campus visit that I really opened myself up to the possibility of continuing my education. I decided that if I could excel at LTC, then I could succeed in an undergraduate program. I similarly excelled while pursuing a Bachelor's Degree and decided to keep going and apply for a master's program. I again succeeded and decided to complete a Ph.D. program. I am now an Assistant Professor at Washington College and have 18 publications, a research grant from the National Institute on Drug Abuse, several other smaller grants, and over 40 professional conference presentations to show for my efforts. More importantly, I have grown personally and professionally since my time before LTC and TRIO [SSS]. I can only hope that, as a faculty member, I can inspire others the way that TRIO [SSS] inspired me.”

Voices from the Field – Talent Search



[Yvette Vela/ The Brownsville Herald]

Making science fun and relatable to middle school students may be a feat for some, but not for the **TRIO Talent Search (TS)** project at the University of Texas at Brownsville (UTB). In fact, eleven year olds in this program are already contemplating admissions standards at Princeton University. Igniting interest in college and various viable careers was certainly the aim of a recent on-campus initiative, the “Physics Circus,” a series of experiments meant to make learning about science fun. After watching a balloon plunge into a vat of liquid nitrogen, TS alumna Lidia Figueroa, who is set to graduate from UTB in December and now acts as a volunteer for the program, says, “I’m a first generation college student... [TS] guided me when no one else could.”

Voices from the Field – Upward Bound



Magazine image found at:

[http://img.webmd.com/dtmcms/
live/webmd/consumer_assets/
site_images/magazine/
digital_issues_pdf/
webmd_sept12.pdf](http://img.webmd.com/dtmcms/live/webmd/consumer_assets/site_images/magazine/digital_issues_pdf/webmd_sept12.pdf)
(PDF, 18.7MB)

Viola Davis, actress and former **TRIO Upward Bound** participant, was nominated for an Academy Award for Best Actress in a Leading Role for her performance in “The Help”. She was also nominated for an Oscar for her supporting role in 2008’s “Doubt”, and won Tony Awards for “King Hedley II” (2001) and “Fences” (2010). Ms. Davis studied theatre at Rhode Island College, and in 2002, she received an honorary Doctorate in Fine Arts from the college. Ms. Davis credits the UB Program for contributing to her success and continues to support UB as a speaker and co-founder of an endowment fund.

In September 2012, Ms. Davis was featured on the cover of WebMD the Magazine. In her multi-page spread, she reflects on the contributors to her success, highlighting in particular the TRIO Upward Bound Program. “The program taught me social and academic skills,” she notes. “I always felt like my childhood was very harsh and dark, and that I had kind of a corner on the market of suffering. Then I went to Upward Bound and started sharing stories with people who had escaped the Khmer Rouge, and saw people

whose families had been shattered, people who had post-traumatic stress from which they would never recover. And suddenly, I understood what it meant to define yourself in terms of the world, to live life beyond yourself. The worst moments in life don’t define who you are, and no matter what, you can still thrive.”

Voices from the Field – Upward Bound Math and Science



The Patricia and Phillip Frost Museum of Science (Frost Science) inspires people of all ages and cultures to enjoy science and technology to better understand ourselves and our world. Frost Science is also the only museum with a **TRIO Upward Bound Math and Science** (UBMS) program. As part of UBMS, students travel on local and out-of-state college tours, participate in a 6-week summer program in marine science and technology at the University of Miami's Rosenstiel School of Marine and Atmospheric Science, and attend team-building camping excursions. They also assist scientists on research activities, including shark tagging expeditions and testing equipment with oceanographers.



The success of Frost Science's long-running UBMS program can be seen not only in its impressive gradation and college enrollment rates, but also in the individual academic and personal accomplishments of participating students. Since 2006, students in Frost Science's UBMS program

have become 26 Dell Scholars, 6 Gates Millennium Scholars, 1 Questbridge winner, and 5 Silver Knight winners, and these numbers are bound to go upward.

Voices from the Field – Veterans Upward Bound



[Photo accessed via <http://newsok.com/from-soldiers-to-students/article/3898913/?page=1>]

Dustin Pirtle, a veteran of the U.S. Air Force, has always known he wanted to serve his country. How to transition to civilian life after a nine-year deployment across several countries, however, proved more of a struggle. "It was a huge transition," he notes. After returning home, Mr. Pirtle took jobs at a hardware store, a factory, and an oil field. "I felt lost," he says. "The military has a very defined structure, and when I came back and started working, sometimes I would have two to three different bosses to report to. Navigating the workforce without that sense of structure was

hard." Mr. Pirtle decided to make a change. Putting plans for a family on hold, he enrolled in classes at Oklahoma's Redlands Community College (RCC), where

he was directed to the **TRIO Veterans Upward Bound** (VUB) project. Through VUB, Mr. Pirtle started to feel a sense of direction re-emerge. Staff provided tutoring and career counseling, guidance on financial aid, and helped him to choose a major. After earning an Associate's degree at RCC in May 2013, Mr. Pirtle has gone on to enroll in a Bachelor's degree program. He will be graduating (Summa Cum Laude) in the summer of 2016 from the University of Central Oklahoma with a Bachelor of Arts in Criminal Justice, and will also be earning a Bachelor of Science degree in Forensic Science. Eventually, he hopes to work for the Oklahoma State Bureau of Investigation.