



OREGON TRIO ASSOCIATION
FACTBOOK 2021

21

Established in 2000







OREGON TRIO
ASSOCIATION
FACTBOOK

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OREGON TRIO ASSOCIATION

WHAT IS
TRIO?

Introduction



TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. More than 800,000 low-income, first-generation students and students with disabilities — from sixth grade through college graduation — are served by over 3,100 programs nationally. TRIO programs provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention. TRIO programs provide direct support services for students, and relevant training for directors and staff.

The TRIO programs were the first national college access and retention programs to address the serious social and cultural barriers to education in America. (Previously only college financing had been on policymakers' radar.) TRIO began as part of President Lyndon B. Johnson's War on Poverty. The Educational Opportunity Act of 1964 established an experimental program known as Upward Bound. Then, in 1965, the Higher Education Act created Talent Search. Finally, another program, Special Services for Disadvantaged Students (later known as Student Support Services), was launched in 1968. Together, this "trio" of federally-funded programs encouraged access to higher education for low-income students. By 1998, the TRIO programs had become a vital pipeline to opportunity, serving traditional students, displaced workers, and veterans. The original three programs had grown to nine, adding Educational Opportunity Centers and Veterans Upward Bound in 1972, Training Program for Federal TRIO programs in 1976, the Ronald E. McNair Post-baccalaureate Achievement Program in 1986, Upward Bound Math/Science in 1990, and the TRIO Dissemination Partnership in 1998.

As mandated by Congress, two-thirds of the students served must come from families with incomes at 150% or less of the federal poverty level and in which neither parent graduated from college. More than 3,100 TRIO projects currently serve close to 800,000 low-income Americans. Many programs serve students in grades six through 12. Thirty-five percent of TRIO students are Whites, 35% are African-Americans, 19% are Hispanics, 4% are Native Americans, 3% are Asian-Americans, and 4% are listed as "Other," including multiracial students. More than 7,000 students with disabilities and approximately 6,000 U.S. veterans are currently enrolled in the TRIO programs as well.

More than 1,000 colleges, universities, community colleges, and agencies now offer TRIO Programs in America, the Caribbean, and the Pacific Islands. TRIO funds are distributed to institutions through competitive grants.

The growing achievement gap in our country is detrimental to our success as a nation. There is a tremendous gap in educational attainment between America's highest and lowest income students — despite similar talents and potential. While there are numerous talented and worthy low-income students, relatively few are represented in higher education, particularly at America's more selective four-year colleges and universities. While nearly 67% of high-income, highly-qualified students enroll in four-year colleges, only 47% of low-income, highly-qualified students enroll. Even more startling, 77% of the least-qualified, high-income students go on to college, while roughly the same proportion of the most-qualified low-income students that go on to college. (ACSFA 2005).

NATIONAL TRIO PROGRAMS AND WHO THEY SERVE

Educational Talent Search (ETS):	Grades 6-12 and Adults Up to Age 27
Upward Bound (UB):	Grades 9-12
Upward Bound Math/Science:	Grades 9-12
Upward Bound Veterans:	Preparing & transitioning to college
Student Support Services (SSS):	Undergraduate Students
Ronald E. McNair Post Baccalaureate:	Provides Doctoral Study Preparation for Undergraduate Students
Educational Opportunity Centers (EOC):	Adults 19 and older
TRIO Training Grants:	TRIO Professionals

NATIONAL TRIO STATISTICS

FY2020 Funding:	\$1.09 Billion
Students Served:	800,000
Total No. Projects:	3,100

OREGON TRIO SUMMARY

Students served 2019-20:	11,350
Total No. Projects:	45
Total Federal Funding:	\$14,336,425
7,981 students (70.32%) are Low-Income & First Generation (LIFG) Students	
2,032 Two-Year SSS students in 13 projects	
1,522 Four-Year SSS students in 7 projects	
6,028 ETS students in 11 projects	
672 UB students 10 projects	
87 McNair students in 3 projects	
1009 EOC students in 1 project	

GRANTEES	PROGRAM	NO. OF STUDENTS	FY 2020 FUNDING
Clatsop Community College	Upward Bound	73	\$353,059
	Educational Talent Search	671	\$372,238
	Student Support Services	160	\$348,048
Portland Community College, Rock Creek	Educational Talent Search	503	\$279,040
Tigard Tualatin School District 23J	Upward Bound	67	\$297,601
TOTAL	5 TRIO PROGRAMS	1,474 STUDENTS	\$1,649,986

DISTRICT ONE

From Year 2019-20

STUDENT SUCCESS STORIES



Thomas Atwood – Clatsop Community College, UB

Thomas Atwood is the oldest child in a large household of 8 people. Always pressed for space and resources, he strived to take advantage of any opportunity available to improve his life. Thomas immediately enrolled in Talent Search as a 6th grader to learn about and visit colleges in Oregon. As a sophomore, he was enrolled in the Upward Bound program because he wanted the increased access to resources that could maximize his academic potential. Thomas was always an excellent student and had hopes of attending college with little to no debt. TRIO helped Thomas broaden his horizon, encouraging him to apply to the country's most prestigious universities. He was offered full-ride scholarships to both Yale and Princeton, enrolling at Princeton as an Engineering student.

TRIO helped put me on the path towards a life I never dreamed was possible. They believe in you, and that faith makes it easier to believe in yourself. - Thomas



*Bailey Barrett - Clatsop Community College, ETS
I grew up in the Pacific Northwest, although I changed schools often and graduated from Seaside High School. The "extracurricular" that had the most impact on my ability to continue to collegiate level education was my job at Seaside Pet Clinic. Working in a sphere related to my intended field of study was and continues to be useful. Meanwhile, I always kept academics a top priority, achieving an unweighted high school GPA of 3.9.*

With guidance and support from my Talent Search advisor, I was able to secure substantial scholarships to fund my way through college. I received the prestigious, national Hagan Scholarship. I also received the Summit and Diversity Excellence Scholarships from University of Oregon, where I am currently enrolled. I am pursuing a Biology degree through UO's Clark Honors College. After finishing my undergraduate studies at UO, I hope to continue to graduate school and begin research of my own. I am not sure exactly what my focus will be, so it's a good thing I have the next four years to figure it out! - Bailey



STUDENT SUCCESS STORIES, CONTINUED



Regina Jones - Clatsop Community College, SSS

Going back to school after 20 years has given me a sense of accomplishment and has required perseverance and determination. I will be the first in my family to receive a college degree and will finally be able to pursue my lifelong dream of being a police officer.

At one point I was working three jobs, was a single parent to two special needs children and was a successful student. Even though it has been really overwhelming at times I knew

I needed to keep up with my studies so I could show my kids that no matter how hard it gets you can't quit; because the success at the end makes all of the effort worthwhile.

My TRIO advisor has helped me stay on track and graduate with an AAS in Criminal Justice. She has helped me schedule my classes each quarter in addition to checking out textbooks, laptops and calculators. I am graduating at the end of winter quarter 2021. I would not have been able to do this without the support from my instructors, friends, my kids, and TRIO.

I did not think I would make it to the end because of the many obstacles and tribulations life has thrown at me. I have been recognized by Phi Theta Kappa, my instructors, my classmates and now TRIO SSS for what I have accomplished. This support is the push I needed to keep moving on towards graduation. I am stubborn and strong willed and I know I will graduate strong and on top. - Regina



Sheyla Dorantes - Tigard Tualatin School District 23, UB

Growing up, my parents always told me that I needed to go to college, and I recognized it as something I wanted, but I had no idea what it actually meant. As I went through school, I felt that dream start to fade little by little; teachers didn't think I was capable and even kept me out of higher-level classes despite being qualified. I signed up for Upward Bound because of that waning dream. What I

found were people who were willing and ready to believe in me and my dreams, they believed that I had what it took to get to college without a doubt. Now, I'm in my third year at Lewis & Clark College and on my way to becoming an educator. I can truly say I wouldn't be here if it weren't for those who put their faith in me at Upward Bound. - Sheyla



DISTRICT TWO

From Year 2019-20

GRANTEES	PROGRAM	NO. OF STUDENTS	FY 2020 FUNDING
Blue Mountain Community College	Student Support Services	170	\$275,698
Project Youth+ (formerly College Dreams)	Educational Talent Search	458	\$277,375
Klamath Community College	Student Support Services	140	\$261,888
	Upward Bound	54	\$297,601
Oregon Institute of Technology	Student Support Services	160	\$294,380
	Educational Talent Search	597	\$328,413
Rogue Community College	Student Support Services	180*	\$294,725
	Student Support Services	155*	\$261,888
	Ed. Opportunity Center	1009	\$273,793
Southern Oregon University	Student Support Services	182	\$325,598
	McNair	27	\$274,983
TOTAL	11 TRIO PROGRAMS	3,132 STUDENTS	\$3,166,342

*Data from 2018-19

STUDENT SUCCESS STORIES

Jodi (Wan) Chen - Project Youth+, ETS



Jodi (Wan) Chen immigrated from China with her family when she was 12. She came to the US speaking NO English. Through sheer grit and determination and an English/Chinese translation device, Jodi has managed to work herself up to taking AP classes this year and last year. As an indicator of her commitment to academics, she took Pre-Calculus on line at RCC this summer so she could enroll in AP Calculus this year at GPHS. Thanks to her IDA at PY+ (matched college savings), she was able to pay for them. Jodi has also volunteered countless hours at the local library (pre-COVID) as well as working as a volunteer through the youth program at the hospital. She's one of those students who takes advantage of every opportunity. Her parents primarily speak Chinese, so Jodi is instrumental in translating for them as well as handling their finances.



Val Soto - Southern Oregon University, McNair

Valentine (Val) Soto (2019 Cohort) will graduate magna cum laude earning dual Baccalaureate of Science degrees with majors in Psychology and Interdisciplinary Studies (Health/Physical Education and Mathematics) in Spring 2021. Val's experience in the military, and as a veteran, has heavily influenced his research interests in Exercise and Sport Psychology, treatments for coping with Post-Traumatic Stress Disorder in combat veterans, and behavioral coping associated with team camaraderie. While an undergraduate student Val publicly presented his research at multiple academic conferences, engaged in multiple teaching assistantships, and completed multiple Summer Research Internships. Val will be attending a fully funded doctoral program in Health Sciences in Fall 2021. After completing his doctoral education, Val hopes to share his love of research and behavior at a university by becoming a professor and engaging in applied research projects aimed at developing better health practices for individuals and communities.

STUDENT SUCCESS STORIES (CONTINUED)



Kim Lashley - Klamath Community College, SSS

Kim Lashley is a success story. She was incarcerated and was living in transition housing while attending KCC. She had issues with anxiety and was allowed a service dog to attend classes with her. She graduated in one year with a certificate in Addiction Studies with a 4.0 GPA. She is now out of transition housing and is employed in her field.



Kaitlyn Dickinson - Oregon Institute of Technology, SSS

Being a non-traditional student from a low-income background who is underrepresented in their field, I knew I would face a lot of challenges transitioning during my first year at Oregon Tech. However, through TRIO I have found a welcoming community that helps provide me with the resources I need to be successful.

From the week-long Bridge program, financial seminars, and academic and personal advising, I have a support system that helps me thrive in my program. During the summer of my first year, I was encouraged by my TRIO advisor to apply for internships, and he assisted through writing me a letter of recommendation. Through my love for aerospace and volunteer experience teaching STEM to at-risk youth, I applied for an internship with NASA. And, I was accepted for a software engineering position at Ames Research Center where I work on software for visualization and analysis of celestial features to assist in the upcoming Artemis missions. - Kaitlyn



Matilde Arias - Rogue Community College, ETS

Matilde Arias is the daughter of two hard-working, respectful Mexican immigrants. Her heritage is a part of her story, morals, and views. When Matilda was thirteen, her mother was diagnosed with cancer. Chemotherapy saved her life, but after entering remission, Matilde's mother suffered a stroke. Matilde took over as the second adult in the house. Between translating at doctor's appointments, appealing insurance denials, and working to supplement her father's income, Matilde missed

school frequently. Her school counselor and her TRIO advisor helped her triage her assignments and provided emotional support. As her mother's condition improved, Matilde began channeling her energy back into school. Matilde is a leader both in school and her community. Today, she is a first-generation college student at the University of Oregon. When she began, she immediately sought a position in the Student Government and is now the First-Year Secretary for the Executive Branch. She plans to pursue a degree in Political Science and eventually seek a position in Congress.



Molly Robinson - Rogue Community College, EOC

My name is Molly Robinson, I am a first-generation college student. I began my journey at RCC over fifteen years ago, taking classes when I could while raising my daughter. When she was just fifteen, we began taking classes for credit together at RCC. That will be one of my most cherished memories for me and would lay the groundwork for where we are headed now.

Metalwork, geology, and writing became my deep passions, and I began to see parts of myself that I had always knew existed. My commitment to getting a bachelor's degree was fueled at each successful completion of my courses. In my time at RCC, I was challenged, supported, and guided which helped me to get to where I am now. In my first term at SOU, I have gained a wonderful cohort, applied, and was accepted to the Bachelor of Fine Arts program, and gained two amazing art mentors. My daughter, also an SOU student, has been accepted into the McNair Scholars program. I owe a big thanks of gratitude to TRiO SSS, TRiO ROC and many other peers and staff members on the way. I am so excited to achieve my goals, and I am honored to know I am on my true path. I hope along the way I will have the chance to give back to all those that had confidence in me. Thank you! - Molly

STUDENT SUCCESS STORIES (CONTINUED)



Sandra Morales - Southern Oregon University, SSS

Homelessness is something Sandra Morales knew all too well. To Sandra, it was not by choice, but more like some place you find yourself in and you just try to adapt or survive the best you can. Homelessness always comes with added interest as many homeless folks find ways to endure the harshness from the weather and people who intently gleam walking by. For Sandra, she would cope with alcohol and go on to form a habit of heavy drinking. However, the story does not begin here.

Sandra's story begins years later around 2010 when she had to consider education or remain to be living on the streets much longer. On a dare, Sandra chose to go to college, but with much reservation and little confidence. To her surprise, she did well on her first class, so she tried to add another class to her workload, and thus the love of knowledge began with Sandra.

Tired of the California scene and wanting to stop being reminded of the streets, Sandra took to Oregon and found that Southern Oregon (SOU) would be her new home. She enrolled in classes at Southern

Oregon University and quickly took advantage of all of her resources including the TRIO SSS program. Not much later Sandra found stability, something she had not experience in over 14 years. Sandra had a place to call her home, a stable job working for the recycling department at SOU, and she was 2/3 done with her degree in Sociology. The future never seemed so bright.

Sandra didn't stop growing. She would later go on to advocate for the homeless population by organizing, "Social Change for Homeless Students" and raised over three hundred dollars in six months. She would regularly attend a sobriety group at SOU and support other students dealing with alcoholism and depression. She was an inspiration to many as almost every student and faculty knew her name at SOU. She was loved and cared for by many staff in the SOU community.

Sandra Morales passed away on October 23, 2020. She was a friend to many, a mother to some, but cherished by all.

- Written by Chris Mahan, her academic advisor in the TRIO-SSS program at SOU.

DISTRICT **THREE**

From Year 2019-20

GRANTEES	PROGRAM	NO. OF STUDENTS	FY 2020 FUNDING
<i>Immigrant & Refugee Community Organization (IRCO)</i>	Upward Bound	53	\$297,601
<i>Mt. Hood Community College</i>	Educational Talent Search	457	\$277,931
	Student Support Services	149	\$294,722
<i>Multnomah Education Service District</i>	Educational Talent Search	503	\$277,375
<i>Portland Community College, Cascade</i>	Student Support Services	138	\$261,909
	Upward Bound	122	\$521,168
<i>Portland State University</i>	Educational Talent Search	693	\$380,003
	Student Support Services	273	\$426,814
	McNair	31	\$274,983
TOTAL	9 TRIO PROGRAMS	2,419 STUDENTS	\$3,012,506

STUDENT SUCCESS STORIES



Noora - IRCO, ETS

I moved to the United States from Iraq in 2014. As a newcomer, I began middle school not speaking any English and had to navigate a new school system with no support. I felt lonely because it was hard to make friends, engage in the classroom, and communicate with teachers.

Since most of my classes were with fluent English speakers, I worked extra hard to keep up. After seven months of perseverance and commitment, I went from not knowing a single word in English to speaking fluently. I was finally able to excel academically. Yet, when I got to high school, everything seemed confusing again. But then, I found Upward Bound. It supported me academically through tutoring and advising meetings. UB was the main factor that helped me maintain my high GPA in high school. It also encouraged me to take advanced/college-level courses to build my deep thinking skills. - Noora



Justin Pool-Flores - Mt. Hood Community College, ETS

Justin Pool-Flores won his first scholarship for college in the 9th grade. It was not his last. Justin joined the TRIO ETS program at David Douglas high school in October of his freshman year. Shortly after, at the suggestion of his TRIO adviser, he attended an information session for students in understanding

the FAFSA and college application process. It was there that he was awarded a \$500 scholarship for attending this session. This experience energized him and Justin explored many different clubs and activities including the Invention Boot Camp program put on by nearby Portland State University.

This one-month summer program introduces local high school students to mentoring from faculty and engineering students in design-based learning and its applicability to STEM fields. Energized by his participation, Justin founded the MESA (Mathematics Engineering Science Achievement) Oregon club at his high school, providing resources and opportunities to underrepresented students. Justin graduated from David Douglas High School in Portland, Oregon in the spring of 2020 and enrolled at Portland Community College - the first in his family to attend college.

Three months later he was awarded the MesaC2C scholarship through the Oregon MESA foundation. This scholarship will pay for his schooling during the first two years of community college and his first year following transfer to Portland State University. Justin's goal is to get a degree in Engineering and work in making

technology more accessible to underrepresented students and people of color in his community.



Aaron Marshall - Mt. Hood Community College, SSS

Despite having a stutter, Aaron Marshall has never had a problem communicating who he is or putting in the work to succeed. Aaron started at Mt Hood Community College in the Fall of 2012 after graduating from nearby Reynolds High School. He entered the TRIO Student Support Services (SSS)

program shortly thereafter. Aaron was a consistent participant in the program during his three years at MHCC while taking prerequisites to study Business at Portland State University in the Fall of 2015.

There Aaron was part of PSU's TRIO SSS program until his graduation in the Spring of 2017 with a Bachelor's degree in Communications with a Minor in Advertising. After a considerable amount of research and the advice of mentors, Aaron enrolled in the well-regarded graduate portfolio school for Business Marketing, the Creative Circus in the fall of 2018. There he immersed himself in developing his voice and creative perspective through their Copywriting graduate program.

Following his graduation in the Fall of 2020, Aaron was hired by the midtown Manhattan advertising firm, BBDO Worldwide. There he is already using his creative skills, his vision, and his voice to work on prominent national accounts for BBDO.



Joseph Jesse - Portland State University, SSS

In the summer before attending PSU, I received an email about a program called "TRIO - SSS Summer Bridge". Not wanting to pass up an opportunity, I applied and was accepted. The Summer Bridge class introduced me to campus resources I would later utilize and an amazing advisor, Andrea Griggs, who is always there to answer questions. In addition,

having priority registration as a SSS student helped me get the classes I needed so I could graduate on time.

I've recently accepted an offer from Amazon Web Services to return to work as a Software Development Engineer as a result of my internship with the company. Following graduation this spring, I'll move up to Seattle where I'll begin my career with AWS. This will mark the first time I've lived outside of Portland. I'm very excited for this new chapter in my life and will forever grateful to SSS. - Joseph

STUDENT SUCCESS STORIES (CONTINUED)



Jahmeil Ennis - MESD, ETS

Hi there my name is Jahmeil Ennis, current second year student at the Portland Community College and an aspiring filmmaker. I am an American citizen, only child, and grew up in St. Catherine, Jamaica. Due to my Jamaican heritage and American influences on my life, I have always been enthusiastic about exploring the world and learning the stories of the people from all over. In 2020, the Carpe Mundi program made this childhood dream a reality, the opportunity to travel and explore the great and ancient nation of India. The Carpe Mundi experience is, and was a film-worthy experience. This program has allowed me to not only travel, but to gain new perspectives on the world. As an individual, my grasp on reality has expanded exponentially. Being there in person is so much better than just reading about it. My only real problem with the program was that the trip ended too soon due to COVID restrictions. I plan to study at the School of Film at

Portland State University later this year upon completion of my associate's degree at PCC. I'm very close to finishing and appreciate the support of the MESD TRIO program for giving me college skills, scholarships, and travel opportunities. Thank you!

DISTRICT **FOUR**

From Year 2019-20

GRANTEES	PROGRAM	NO. OF STUDENTS	FY 2020 FUNDING
Lane Community College	Student Support Services	186	\$306,036
	SSS - STEM	125	\$261,888
Southwestern Oregon Community College	Upward Bound	52	\$297,601
	Educational Talent Search	560	\$345,055
	Educational Talent Search	466	\$277,931
	Student Support Services	154	\$346,835
Umqua Community College	Upward Bound	65	\$312,480
	Educational Talent Search	576	\$328,413
	Student Support Services	165	\$320,797
University of Oregon	Student Support Services	360	\$624,299
	McNair	29	\$275,516
Oregon State University	Student Support Services	176	\$286,146
	SSS - STEM	121	\$261,888
	Upward Bound	60	\$297,601
TOTAL	14 TRIO PROGRAMS	3,095 STUDENTS	\$4,542,486

STUDENT SUCCESS STORIES



Angelee Calder - Southwestern Oregon Community College, SSS

I am a low-income, first-generation college graduate who never set my sights on college because just living was a financial struggle. I had no one to teach me, give me advice, or encourage me to further my education. I had no idea how I was going to be a successful student until I stumbled upon TRIO. They helped me realize that my

dreams and ambitions were not out of reach simply because of my finances. TRIO made me feel validated and heard in my struggles. They provided hope in the form of knowledge. TRIO gave me advice, taught about scholarships/grants, showed me that I had many more opportunities available to me than I thought possible, and showed me how to take advantage of them. It was a TRIO campus trip to Oregon State University that made me realize OSU was where I needed to be. TRIO pushed me to seek those opportunities. It is because of TRIO that I have made it to where I am today - Angelee



Monica Botwinick - Umpqua Community College, SSS

Monica Botwinick is a mother of 3; and a high school dropout that received her GED before enrolling at Umpqua Community College. She signed up for the Transfer Opportunity Program her first term of college in the Fall of 2017. In the program, Monica received personalized support in many areas to help her reach her goals.

The TOP Program helped me to my full potential as a community college student by connecting me with resources like scholarships, volunteer opportunities, and skill-building workshops. - Monica

Out of more than 1500 applicants, Monica received an interview for the Jack Kent Cooke Foundation Scholarship. Botwinick was the only Oregon college student selected to

receive this scholarship and one of 61 finalists nationwide. She received her AAOT in 2019 and is now pursuing her Bachelor in Family Science at Portland State University.



Shyla D - University of Oregon, SSS

Shyla's lifelong dream has been to be a paleontologist and share her love of fossils with others. Shyla graduated from Pendleton High and earned her AAOT from Blue Mountain Community College (BMCC) and was awarded her bachelor's degree in Earth Science from the UO this past Summer. Shyla started

participating in TRIO SSS at BMCC and immediately connected with TRIO SSS at UO. Shyla used TRIO resources often, including tutoring for the difficult classes required in her major and seeking support to navigate a large, public university as a low-income, first-generation college student with no parental support. Shyla's path to higher education was hard-fought. She is the first in her family to earn a high school diploma and a college degree. Shyla grew up in an unstable, low-income household with a single mother. In middle school Shyla experienced the unexpected loss of her uncle who was her father figure and her best friend. Shyla gave up on her future and struggled in school and felt like she might become a drop-out like most of her family members. By high school Shyla prioritized her future dreams and excelled in honors courses. This was despite being in an abusive family situation that caused Shyla to make the difficult decision to leave home and fully support herself as a high school senior. Shyla worked almost full-time during community college and expertly balanced her academics. This allowed her to win several large scholarships to help her earn her UO degree despite, a heavy course load in a hard science, Shyla also connected to departmental professors and engaged in incredible opportunities outside of coursework, including managing graduate students in an on-campus paleontology lab and working as a camp counselor in a paleontology summer camp. Shyla beat the odds and graduated from UO with her degree debt free! This is a testament to Shyla's commitment, hard work, and tremendous grit. Shyla is an inspiration to everyone she meets, and I know she will utilize her talents to make a meaningful impact whatever she decides to do.



STUDENT SUCCESS STORIES (CONTINUED)



Ashli - Oregon State University, SSS

Ashli has been part of the TRiO SSS program since she started at Oregon State University her freshman year. She is a low-income, out of state student who moved to Oregon from California. TRiO was able to help Ashli transition to college and helped make it much easier to create relationships. The program staff have helped Ashli quite thoroughly, and do a great job connecting with

students. Her goal was always to go to college. She has made her family incredibly proud by getting here and is well on her way to completing her degree in Human Development and Family Sciences. She hopes to teach life skills to youth, and be the adult that they can rely upon through tough times. Ashli is hugely grateful for being part of TRiO, and having a consistent support system on her side throughout the collegiate experience.



Kyle Patubo - Oregon State University, SSS STEM

My name is Kyle Patubo and I never meant to go to college. I immigrated here from the Philippines because my father had contracted cancer. His illness had left our family financially devastated and college felt like a far-off dream. I am now about to graduate with a degree in biochemistry and molecular biology

as a foreign-born student. As I stand on the precipice of the rest o my life, I look back to see that I accomplished so much. I have become a birth doula, served as a nightly operations leader for my university's rideshare program, worked on an honors thesis, work a project assistant from OSU's TRACE project, and much more. Though I was lucky, I had TRiO to help me navigate the confusion and doubt that college tends to bring about. I am grateful for their support as these programs are fundamental in ensuring people like me succeed. - Kyle



Alicia Mendoza-Ramirez - Oregon State University, UB

After years of studying in Mexico, at the age of 17, Alicia decided to return to the U.S. and complete her last 2 years of high school. Leaving her siblings and parents in her home state of Oaxaca, Alicia made the trip alone where she would live with her uncle, in that short time she had become Mckinney Vento. Alicia had the emotional support from her parents but did not have economic support; so Alicia worked a full-time job to pay for her expenses. While working, Alicia had to double up on classes to catch up and graduate, which meant taking two English classes in one semester,

as opposed to one like her other peers. Despite her, the language barrier, and being far away from her family - Alicia persevered. Alicia quickly tested out of the ELD program and replaced those classes with others that would allow them to apply to college. Alicia's academic accolades helped her get admitted to Oregon State University, where she was awarded several scholarships due to her stellar GPA. Additionally, she was granted admission to the College Assistance Migrant Program(CAMP); which led to an internship position through the CAMP Scholarship Internship (CSI) program - a program that only takes in 10 students per year. In the short time that Alicia spent in the U.S. education system, she managed to position herself and now does not have to worry about paying for college.



DISTRICT FIVE

From Year 2019-20

GRANTEES	PROGRAM	NO. OF STUDENTS	FY 2020 FUNDING
Chemeketa Community College	Educational Talent Search	544	\$301,784
	Student Support Services	206	\$325,099
	SSS - Disabled	104	\$280,828
	Upward Bound	74	\$366,430
Western Oregon University	Upward Bound	52	\$297,601
	Student Support Services	250	\$393,363
TOTAL	6 TRIO PROGRAMS	1,230 STUDENTS	\$1,965,105

STUDENT SUCCESS STORIES



Thuy-Tien Nguyen - Chemeketa Community College, ETS

When it comes to TRIO, all I can think about is how amazing my experience with the program has been and how much they have helped me throughout high school. I joined TRIO my freshman year, and I have never regretted that decision. Throughout my four years at McKay high school, I received so much help and support from my advisors, and being in TRIO connected me to

different opportunities and resources that I would not have gotten anywhere else. Because I was a part of the program, I got to travel to Washington, D.C. as a delegate for Oregon in the National Student Leadership Congress and it was an experience that I will never forget. TRIO helped set me up for success not just in high school, but for college and beyond, and now I am taking all that I've learned and applying it to my college experience at Oregon State University and continuing with TRIO as a college student here! I am forever grateful to TRIO for all that it has done for me, and I'm glad that I am still a part of it! - Thuy-Tien



Monsi Aballay - Chemeketa Community College, SSS

Monserate (Monsi) Aballay, joined TRIO DSSS at Chemeketa after High School. It didn't take long before she started to bloom as a Student Leader, as a Peer Tutor and Program Assistant with College Access Programs. Monsi also served as the President of the Chemeketa Services Leaders, student led club, helping coordinate and guide other students in volunteer and service projects. She was always ready to help and participate wherever she could, whether it be with New

Student Orientation or TRIO's Family Fun Night. Monsi shares that: Chemeketa TRIO helped me get outside my comfort zone, gain some leadership experience... and gave me a lot of support along the way, really preparing me for my transfer to the university.

After completing three Associate degrees at Chemeketa, Monsi transferred to Brigham Young University, where she is studying Biomedical Science and as a Pre-Med major. Monsi is still trying to decide what kind of medical practice to go into, but is considering endocrinology and pediatrics.

STUDENT SUCCESS STORIES (CONTINUED)



Danilo Gutierrez - Chemeketa Community College, UB
 Danilo Gutierrez is a 2020 TRIO Upward Bound graduate from McKay High School and a recipient of the Ford Family Foundation Scholarship, Thompson-Patch Mike Swain Distinction Scholarship and the College Board Opportunity Scholarship. He is currently attending Oregon State University and majoring in Chemical engineering. He plans to pursue a career in developing and refining pharmaceuticals. Looking back his favorite aspects of Upward Bound were the college visits because he was able to put into perspective what his future could be. As well as after school tutoring because he had a quiet space to complete his school work and an advisor to support him in the transition to college. Danilo is inspired by the risks that his parents had to take to ensure he can attain a better life than what they had. This pushes him

to try his best at anything that life throws at him.



Moshe Martinez - Western Oregon University, UB
Upward Bound (UB) provided me with not just the skills and knowledge to pursue higher education, but to succeed in life. It gave me the support from mentors and advisors that I wouldn't have had otherwise. I learned how to make connections with other students and to embrace my uniqueness. Joining UB was one of the best decisions I've ever made, and I am grateful that this program exists. - Moshe

Moshe Martinez is a 2019 Upward Bound graduate from

Independence, Oregon. A sophomore in college, Moshe is majoring in Computer Science with a minor in Spanish. He continues his TRIO involvement as a participant in Student Support Services. Moshe is "giving back" to Upward Bound by serving as a Tutor/Mentor. He also serves as a campus orientation leader and is active in club soccer. After graduation, Moshe plans to attend graduate school or enter into a career with the tech industry.



Brooklyn Michelle Giles - Western Oregon University, SSS
 Brooklyn Michelle Giles is a senior at Western Oregon University majoring in Psychology and minoring in Sociology.
When I was born, my mom was very young and faced a lot of personal barriers. As a child, I lived with several family members, and through these uncertain times, learned the importance of school, friendships and what a real family means.
WOU TRIO-SSS (The Student Enrichment Program) has provided First Year Experience classes where I was able to learn about our school, scholarship writing, and public speaking. They helped me learn how to build strong social networks with the faculty and staff, and helped me financially to make my college experience more feasible.
Additionally, each student has an advisor to help select classes and to be an extra support system. My advisors have encouraged me to challenge myself, understand the value of diversity, and pursue broad life experiences. - Brooklyn



OREGON TRIO PROGRAMS

EDUCATIONAL TALENT SEARCH

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial advising to its participants and encourages them to graduate from high school with rigorous curriculum, enroll in college, and complete their postsecondary education. The program publicizes the availability of financial aid and assists participants with the postsecondary application process. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and graduate from college within six years.

Services Provided

- Educational assessment
- Tutorial services
- Career exploration
- Mentoring programs
- Exposure to college campuses
- Academic, financial, career or personal counseling including advice on entry or re-entry to secondary or postsecondary programs
- Financial literacy information
- Assistance completing college admissions and financial aid applications
- Assistance in preparing for college entrance exams
- Special activities for sixth, seventh, and eighth graders
- Workshops for the families of participants

EDUCATIONAL OPPORTUNITY CENTER

The Educational Opportunity Center provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.

Services Provided

- Academic advising
- Personal counseling
- Career workshops
- Tutoring and mentoring
- Coordination with nearby postsecondary institutions
- Information on postsecondary education opportunities
- Assistance in completing applications for college admissions and financial aid

UPWARD BOUND

Upward Bound provides fundamental support to participants in rigorous curriculum in high school, in their preparation for college entrance, and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education.

Services Provided

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Instruction in math, laboratory science, composition, literature, and foreign language
- Academic, financial, and personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams
- Work study positions to expose participants to careers requiring a postsecondary degree
- Service learning and leadership activities
- Targeted instruction to improve performance on state standardized achievement tests

STUDENT SUPPORT SERVICES

Student Support Services funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid (scholarships) to current SSS participants who are receiving Federal Pell Grants (# 84.063). The goal of SSS is to increase the college retention and graduation rates of low income, first generation, and disabled students.

Services Provided

- Academic tutoring, which may include instruction in various subjects
- Advice and assistance in postsecondary course selection
- Assistance with financial aid programs, and locating public and private scholarships
- Education or counseling in services designed to improve financial and economic literacy
- Assistance in applying for admission to graduate and professional programs
- Assistance in transferring from 2-year institutions to 4-year programs
- Mentoring
- Career exploration
- Cultural enrichment activities

RONALD MCNAIR

Grant funds are awarded to institutions of higher education to prepare participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements. Institutions encourage participants to enroll in graduate programs and then track their progress through successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

Services Provided

- Tutoring, academic advising, and activities designed to assist students with enrollment in graduate programs
- Opportunities for research or scholarly activities designed to prepare students for doctoral study
- Conferences, campus visits, and presentations
- Mentoring

OREGON TRIO PROGRAMS DATA

From Year 2019-20

EDUCATIONAL TALENT SEARCH

Total Students	6028
Low-Income & First-Generation Students (LIFG)	71.81%
Rate of Non-Senior Students Persisting to the Next Grade Level	95.14%
Rate of Seniors Completing FAFSA	74.40%
Rate of Seniors Graduating with Rigorous Curriculum	56.79%
High School Graduation Rate	95.41%
College Enrollment Rate	64.70%
Rate of 2013-14 Cohort College Enrollees Graduating in 6 years	43.41%

UPWARD BOUND

Total Students	672
Low-Income & First-Generation Students (LIFG)	76.34%
Benchmark Completion Rate	83%
Rate of Seniors Graduating with Rigorous Curriculum	72.30%
High School Graduation Rate	99.20%
College Enrollment Rate	75.80%
Rate of 2013-14 Cohort College Enrollees Graduating in 6 years	41.90%

EDUCATIONAL OPPORTUNITY CENTER

Total Students	1009
Low-Income & First-Generation Students (LIFG)	68.30%
Rate of Students Completing FAFSA	90%
Rate of Students Applying for College	96%
Rate of Students Enrolling in College	65%

STUDENT SUPPORT SERVICES

	2-Year	4-Year
Total Students	2032	1522
Low-Income & First-Generation Students (LIFG)	74%	74.31%
College Retention Rate	70.81%	92.28%
Graduation Rate	44.50%	61.70%
Graduates Transferring	21.20%	N/A

MCNAIR

Total Students	87
Low-Income & First-Generation Students (LIFG)	73.60%
Rate of Students Completing Research/ Other Scholarly Activities	93%
Graduate School Enrollment Rate	51.50%
Continued Enrollment in Graduate School Rate	96%
Doctoral Degree Attainment	14.10%

HELPFUL WEBSITES

Oregon TRIO:	https://oregontrio.org/
Northwest Association of Educational Opportunity Programs (NAEOP):	https://naeoptrio.org/
Council for Opportunity in Education:	https://coenet.org/
U.S. Department of Education TRIO Home Page:	https://www2.ed.gov/about/offices/list/ope/trio/index.html

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