

Annual Report 2019-2020

TRIO Programs

Division of Student Affairs
The University of Utah



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Table of Contents

Message from the Director	4
What Are TRIO Programs?	6
I Overview	7
II Departmental Objectives	9
Authorizing Legislation and Appropriation – Upward Bound	9
Goal 1: Create Environment Where all Staff Recognize their Personal Potential and Continue to Develop Personally and Professionally	9
Goal 2: Create Programs Where all Students Recognize their Personal Potential and Engage in their Educational Objectives	12
Goal 3: Create Environment of Cooperation with Programs and Services that Serve Low-income and First-generation College Students	13
Goal 4: Create an Environment of Program Accountability	16
Goal 5: Pursue Funding Opportunities for Additional Initiatives Within the TRIO Programs Office	16
Authorizing Legislation and Appropriation – Student Support Services	18
Goal 1: Create Environment Where all Staff Recognize their Personal Potential and Continue to Develop Personally and Professionally	18
Goal 2: Create Programs Where all Students Recognize their Personal Potential and Engage in their Educational Objectives	19
Goal 3: Create Environment of Cooperation with Programs and Services that Serve Low-income and First-generation College Students	22
Goal 4: Create an Environment of Program Accountability	24
Goal 5: Pursue Funding Opportunities for Additional Initiatives Within the TRIO Programs Office	25
III. Plans for the Future	26
IV. Staff Excellence	27
V. Anti-racism Plan	29

Message from the Director

The TRIO Programs Office at the University of Utah is unique in that funds to support the efforts contained within our department come externally from the US Department of Education. While our office falls within the purview of the Division of Student Affairs, federal legislation and regulation dictate service provision and reporting efforts. Information in this document is intended to provide information on the internal efforts of the TRIO Programs Office, in the context of the Student Affairs structure. This data collection and analysis differs slightly from the federal reporting structure in that the federal reporting requirements measure only summative data for a given measurement of time. The data in this document are intended to provide formative data points to help assess what interventions and services were most impactful and could potentially be replicated going forward.

As of the fall 2020 semester census date, there were 537 enrolled students at the university, who at one time participated in the TRIO SSS program and are part of the TRIO student group in the CIS database system. We also continue to serve 95 Upward Bound high school students who are attending East, West, Highland and Kearns high schools. This report helps to frame efforts to provide program structure and service provision for these students.

It should be noted that AY 19-20 provided numerous challenges. During this year, the university had to move quickly to mitigate the potential spread of the Corona Virus when it emerged in February 2020. The overarching action taken was to move classes online in the middle of the term. This necessary action proved difficult to maneuver for the students served in our programs. The dependence on the university for basic technological equipment became clear as students began to report that they did not have reliable internet access and access to computing equipment to continue their courses. Our office was able to assist in providing necessary assistance and support through the efforts of many campus and non-campus partners.

The move to off-site work (telecommuting) was also an adjustment for TRIO staff. Our office had to move quickly to provide the required services from the US Department of Education to fulfill the mission and scope of the TRIO Programs. During the same semester, our long-time math instructor, Dr. Aris Papadopoulos had to leave for medical purposes just prior to the movement of the university to completely online courses. Students in his courses were enveloped into other course sections to adjust for this, thus missing out on the expanded nature of our courses and lower faculty to student ratio. The TRIO Programs Office has continued to struggle in finding math faculty to fulfill this grant required endeavor.

Moreover, in May of 2020 the TRIO Programs Associate Director, Xris Macias received a new opportunity outside of the department and left just prior to summer programming. Existing staff were adjusted to ensure that all duties overseen by Xris were adequately assigned and undertaken. Also, during this time period, the TRIO Programs administrative assistant, Kenny Quintanilla was promoted to a full time Upward Bound staff member, thus leaving the administrative assistant position vacant. Once again, all staff came together to absorb duties of both the associate director and the administrative assistant. Overall, the required duties for all staff increased, which proved to be a heavy endeavor given the already difficult situation created by the Corona Virus pandemic.

Overall, the impact of the pandemic is still being assessed, though we do note that the percentage of TRIO students who persisted from the previous fall term to the fall 2020 semester was 81%, about 10

percentage points lower than the average for our programs. However, this rate is still 6 percentage points higher than the university's unofficial fall to fall persistence rate overall for the same time period.

Despite this, we do hope this report provides insight into the activities provided during this unprecedented year and the impact of these efforts.

Respectfully,

A handwritten signature in black ink, appearing to read "K. Ethelbah". The signature is fluid and cursive, with a large initial "K" and a long, sweeping underline.

Kyle K. Ethelbah, MPH
Director, Federal TRIO Programs

What are TRIO Programs?

What are TRIO Programs?

The TRIO Programs Office oversees three programs, the Federal TRIO Upward Bound, the Federal TRIO Student Support Services and the state funded Jump Start Programs. The primary goal of these programs is to assist first generation and low-income students to enroll into and complete post-secondary education.

TRIO Programs are programs funded by the US Department of Education which consist of outreach and student service projects designed to identify and provide academic success services to qualified individuals. Nationally, TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. The University of Utah currently operates 2 federally funded programs, Upward Bound (UB) and Student Support Services (SSS).

The Upward Bound program assists low-income and first-generation high school students who attend East, West, Highland, and Kearns high Schools. The program delivers tutoring, career exploration, and post-secondary admissions and financial aid application assistance.

The Student Support Services program assists low-income, first-generation and students with disabilities, who are formally admitted to the University of Utah with tutoring, academic advising, financial aid application assistance and graduate school preparation.

The Jump Start Summer Academy is a state funded component of the Upward Bound Summer bridge program. Each year, the TRIO office selects 5 students to participate in the bridge component. These students qualify as low-income and first-generation students but were not served through the Upward Bound program while in high school. This is open to students across the state of Utah.

Our Mission

The TRIO Programs, through a supportive environment, empower underrepresented students to access postsecondary education & to achieve academic success leading to a postsecondary degree.

Departmental Core Objectives

1. Create environment where all staff recognize their personal potential and continue to develop personally and professionally (Staff Excellence and Education).
2. Create programs where all students recognize their personal potential and engage in their post-secondary educational objectives (Student Support).
3. Create environment of cooperation with programs and services that serve low-income and first-generation college students (Collaboration).
4. Create an environment of program accountability (Assessment).
5. Pursue funding opportunities to support and enhance existing programs (Resource Development).

Each of these core objectives will be reviewed independently by program in the following pages.

I - Overview

A. Accomplishments

Although the 19-20 academic year was impacted by the COVID 19 pandemic, the TRIO Programs Office had many accomplishments, including:

1. The TRIO Programs personnel wrote for and received funding for the TRIO Student Support Services Program. Total grant dollars received for the cycle totaled \$1.9 million and allows for the program to continue service provision until August 31, 2025.
2. The TRIO Programs Office received a supply of laptops from Comcast Communications to provide additional support and assistance to students during the Corona Virus pandemic. The computers were allotted to eligible college students at the outset of the pandemic when the university moved fully online. These computers were later re-distributed to Upward Bound summer program participants in the summer 2020.
3. The TRIO Student Support Services program partnered with the UU Alumni Association to disburse \$25,000.00 to eligible junior and senior students in the spring 2020 semester. The intention of the award was to provide additional support to students nearing graduation who were at high risk for dropping out. In total 27 awards were made, of whom 3 graduated and 22 returned for the 20-21 academic year.
4. The TRIO Programs Office formally established the TRIO Alumni Community engagement group in collaboration with the UU Alumni Association. The establishment of this community was formally recognized in February 2020 where the department recognized scholarship recipients from the Alumni Association partnership. Representatives from the UU Alumni Association and the National TRIO Alumni Association in Washington, DC were present for this event.
5. The TRIO Programs Office formally moved locations from the Annex to the A. Ray Olpin Student Union in August 2020.

B. One University

The University of Utah recently established the “One U” initiative. This initiative is intended to foster collaboration between departments and colleges across the university on innovative, groundbreaking, interdisciplinary work to solve social problems. The TRIO Programs Office has been able to advance on this initiative in the following ways.

1. The TRIO Student Support Services program partnered with the Office of Engagement, Beacon Scholars Program, the Student Success Advocates and the Center for Ethnic Student Affairs and the Marriott Library to help celebrate National First-Generation Day in November 2019. This event was the second iteration at the university and is intended to highlight the accomplishments and presence of first-generation students at the university.
2. The Upward Bound Program partnered with the Office of Youth Protections, the School for Cultural Change and Transformation, the UU Math Department and the Department of Writing and Rhetoric Studies (among many others) to deliver academic course content to students participating the Upward Bound and Upward Bound Summer Bridge Programs. Students enrolled in these courses earned college credit and were able to begin their postsecondary student careers a semester earlier than their peers.
3. The TRIO Student Support Services Program has recently partnered with the Division of Health Sciences to introduce undergraduate research to students enrolled in the SSS

program who are intending to enroll into health science programs. The establishment of this initiative is on-going and began with a faculty panel featuring individuals from the Department of Nutrition and Interactive Physiology, School of Nursing, Department of Biochemistry, Internal Medicine and Department of Pathology.

C. Equity Diversity and Inclusion

The TRIO Programs Office developed an Anti-racism plan to assist with university efforts to combat racism in its various forms, most notable, structural racism at the institution. Some points for consideration from the department include:

1. The TRIO Programs Office has established collaborations with university departments to combat structural racism, including the implementation of the Ethnic Studies course into the Summer Bridge Program.
2. The TRIO Programs Office will examine its processes and procedures for participation to address barriers to program participation.
3. The TRIO Programs Office will continue to evaluate and augment the Mission and Vision of the department to ensure that the office is moving toward achieving goals related to the anti-racism plan.
4. The TRIO Programs Office will offer opportunities for student and staff development on social justice issues that will assist with the overall anti-racism campaign.

D. COVID 19 Impacts

Much like the rest of the institution, the TRIO Programs Office was greatly affected by the COVID 19 pandemic. Beginning March 13, 2020, the university moved entirely online, after which the TRIO Programs moved quickly to ensure that students received the necessary equipment to access online course requirements. Since then, the TRIO Programs Office has completed the following;

1. Assessed student concerns related to the Corona Virus pandemic and its impact on their university experience.
2. The TRIO Upward Bound Program moved entirely online, including implementing its first ever virtual summer academy in summer 2020.
3. The TRIO Student Support Services Program moved entirely online providing academic advising service via ConexEd (Cranium Café) in line with UU academic advising units.
4. The TRIO Student Support Services Program moved tutorial services entirely online through the TutorMe tutoring platform. This platform allows students to access tutors 24 hours a day, 7 days a week.
5. The TRIO Programs Office established minimal office hours beginning fall 2020. In person office hours are now offered from 10am to 3pm, Monday through Friday, although staff are available virtually beginning at 8am and until 5pm, Monday through Friday. Staff are also working remotely with the exception of specific days in the physical office space, several times a week.

II. Departmental Core Objectives

UPWARD BOUND

Federal Citation

AUTHORIZATION

Higher Education Opportunities Act as Amended 2008 20 USC 1070a-11: Program authority; authorization of appropriations

Title 20-EDUCATION: CHAPTER 28-HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE SUB CHAPTER IV-STUDENT ASSISTANCE

Part A-Grants to Students in Attendance at Institutions of Higher Education

Subpart 2-federal early outreach and student services programs

Division 1-Federal TRIO Programs

§1070a–13. Upward bound

(a) **Program authority:** The Secretary shall carry out a program to be known as upward bound which shall be designed to generate skills and motivation necessary for success in education beyond secondary school.

FEDERAL APPROPRIATION:

\$434,609

COMMUNITIES SERVED:

Students enrolled in East, West, Highland and Kearns High Schools.

This program is funded to serve 95 students.

Program Staff

Kyle Ethelbah, MPH, Director

Derek Greer, Academic Mentor

Emery Vigil, MEd, Student Success Manager

Marlo Esperson, Academic Mentor

Kenny Quintanilla, MEd, Coordinator

Kushal Gautam, Academic Mentor

Ben Dahn, Graduate Assistant

Osvaldo Rios, Student Assistant

Goal 1: Create environment where all staff recognize their personal potential and continue to develop personally and professionally (Staff Excellence and Education)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Professionalism (SA Strategic Objective 2): Provide education that ensures staff is properly trained to provide professional and competent service.
- b) Exemplary Staff (SA Strategic Objective 4): Recruit and retain highly qualified staff.

Initiative I: Staff Training

The TRIO Programs Office has determined to provide professional development opportunities for Upward Bound staff to ensure all are current in best practices and competencies for service provision.

Goal 1 for Initiative I: Provide professional development opportunities for UB staff to ensure staff is current in best practices and competencies for service provision. The following programs support this endeavor:

- a. **Upward Bound Summer Academy Training:** This annual event provides administrative training opportunities for 28 staff members involved in the establishment and maintenance of the Upward Bound Summer Academy. This event occurred from June 15 to June 17, 2020.

Outcomes: Results from the post-summer academy staff survey indicate that:

- 77% of respondents felt that training prepared them for their specific role in the summer program.
- 77% of respondents felt that the training prepared them to provide services virtually.
- 89% of respondents training materials were useful resources throughout the summer program.
- 100% of respondents indicated that they felt the program had a positive impact on students served.
- 89% of respondents indicated they felt their input was heard and integrated into the program.
- 78% percent of the 2020 UB Summer Academy staff felt they were given adequate guidance to perform their specific role in the summer program.
- 100% of respondents indicated that TRIO administration provided effective guidance related to safety measures during the COVID 19 pandemic.
- 79% of respondents indicated they felt safe conducting their required duties during the Corona Virus pandemic.
- 78% of the 2020 UB Summer Academy staff felt they were an integral part of the summer program.

For the most part, the data indicate that program staff felt supported and were provided adequate direction to provide their required duties. However, comments received from the assessment indicate that staff felt overwhelmed working in a virtual environment. Many instructors indicated that they constantly felt overwhelmed trying to manage their classrooms while program mentors and support staff indicated a level of exhaustion related to assisting students to maneuver the different ways in which instructors used Canvas (our online course delivery method). The TRIO Programs Office will work to standardize the course structure and develop more interactive ways to deliver course content.

COVID 19 Impact

The training program was streamlined from a 5 day in person, intensive training to a 3 day module based training program.

- b. **US Department of Education legislation and regulation training:** Emery Vigil, UB Student Success Manager attended virtual TRIO Training on US Department of Education legislation and regulation seminar on April 2020. Assessment on this activity comes from Individual self-assessments collected November of each calendar year.
Outcomes: Emery Vigil now oversees the Annual Performance Report (APR) for the US Department of Education regarding the Upward Bound program.

COVID 19 Impact

This training was initially scheduled to be conducted in Orlando, Florida in April 2020. This was changed to a virtual training option.

Retention & Graduation

Faculty and staff are integral in facilitating classroom learning and sense of belonging, which provide pathways to post-secondary educational success. Hiring and training staff are important to the success of our student population.

Student Quotes

NA

Utilization Data

NA

Initiative II: Staff hiring

The TRIO Programs Office has taken measures to ensure that the department recruits and retains high quality staff.

Goal 1 for Initiative II: Recruit and retain highly qualified staff. The following activities support this activity.

- a. **Hiring of summer academy staff:** The TRIO Programs Office coordinated with the Center for Ethnic Student Affairs, the Ethnic Studies Department, Human Resources and Urban Institute for Teacher Development program to recruit residential and teaching staff for summer program.
Outcome: As a result, all 28 positions for teaching and non-teaching positions were filled prior to the start of the UB Summer Academy.
- b. **Hiring of Upward Bound Coordinator:** The TRIO Programs Office Coordinated with the University of Utah Human Resources Office to post the TRIO Upward Bound Coordinator position.
Outcome: Kenny Quintanilla was selected as the Upward Bound Coordinator in August 2020.
- c. **Hiring of TRIO Programs Administrative Assistant:** The TRIO Programs Office Coordinated with the TRIO ASPIRE professional association, the Council for Opportunity in Education (COE) and the University of Utah Human Resources Office to post the TRIO Administrative Assistant position.
Outcome: As a result, Makena Christiansen was selected as the Administrative Assistant in September 2020.

COVID 19 Impact

Due to the hiring freeze established by the university as a result of the Corona Virus pandemic, hiring for all positions within the TRIO Programs Office was delayed significantly. However, all program staff were hired to support programmatic functions.

Retention & Graduation

Faculty and staff are integral in facilitating classroom learning and sense of belonging, which provide pathways to post-secondary educational success. Hiring and training staff are important to the success

of our student population.

Student Quotes

NA

Utilization Data

NA

Goal 2: Create programs where all students recognize their personal potential and engage in their post-secondary educational objectives (Student Support)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Student Engagement (SA Strategic Objective 1): Develop students as a whole through the cultivation and enrichment of the body, mind and spirit.
- b) Best Practices (SA Strategic Objective 8): Promote the effective use of best practices in Student Affairs departments, programs and services.

Initiative I: Academic service provision

Goal 1 for Initiative I: Provide required services to 95 eligible students from East, West, Highland, and Kearns High Schools during the 2019-2020 academic year. Services that support this initiative:

- a. After school tutoring
- b. Saturday Education Workshops
- c. Annual Summer Academy

Outcomes: The table below shows the impact of services from the Upward Bound programs on student performance as it pertains to the federally established program objectives.

Federal Required Objective	Obtained Objective
a) 80% of students served will achieve a cumulative GPA of 2.5 or higher during the academic year.	82% of UB Students served in 19-20 completed the year with a 2.5 GPA or higher.
b) 40% of students served will have achieved at the proficient level on state assessments in reading/language arts, and math.	72% of students served achieved at the proficient level on state assessments in reading/language arts, and math.
c) 95% percent of students served will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.	96% of students served progressed from one grade level to the next or graduated with a regular high school diploma.
d) 30% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a “rigorous secondary school program of study.”	62% of UB participants completed a rigorous secondary program of study.

<p>e) 65% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation.</p>	<p>70% enrolled in a program of postsecondary education by the fall term immediately following high school graduation (F20).</p>
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COVID 19 Impact

The Upward Bound program was impacted greatly by the Corona Virus pandemic. All programming moved online beginning in March 2020, including Saturday programming on the UU campus. The summer program moved entirely virtual with a reduced number of students participating and reduced number of courses assigned to students (7 subjects were still offered, though students only took 3, plus a career development course).

Although the UU Upward Bound program was able to meet all established federally required objectives, the number of students who enrolled into a program of postsecondary education immediately after high school completion is lower than average. No formal assessment has been undertaken exploring the reasons for this, but the uncertainty of higher education institutions on course delivery type and overall health concerns may have played a part in the number of students who ultimately enrolled into postsecondary education after graduation.

Retention & Graduation

The Upward Bound does not directly impact retention and graduation of University of Utah students, but rather provides access to post-secondary education from this student community.

Student Quotes

NA

Utilization Data

2,118 contact hours were recorded for the 2019-2020 academic year, excluding the summer academy. Services recorded included college admissions, tutoring, student success planning, community service and UB activities.

Goal 3: Create environment of cooperation with programs and services that serve low-income and first-generation college students (Collaboration)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Collaboration (SA Strategic Objective 5): Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Initiative I: Programmatic Partnerships

Goal 1 for Initiative I: Establishment partnerships to support programming and administrative reporting for the Upward Bound program. The following partnerships were initiated or maintained for the 19-20 academic year.

Partnering Agency	Services Provided	Intended Outcome	COVID 19 Impact
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Continuing Education	ACT Preparatory Coursework	Continuing Education provides a 6 week summer ACT Preparation Course for the Upward Bound Summer Academy	The ACT Course was eliminated from the core curriculum to accommodate for the reduced course programming structure.
Utah State Board of Education	Summer Food Service Program	USBE provides meals for Upward Bound Summer Academy participants program participants	The Summer Food Service Program did not run as it could not provide meals in a virtual environment. The UB program provided meal support through Smith card distribution.
Youth Protection and Program Support - University of Utah	Staff Training	All TRIO staff receive training on the protection of minors at the University of Utah	No Impact
Summer Conference Housing - University of Utah	Summer housing	Summer conference housing provides residential living space to Upward Bound Summer Academy, Jump Start and Summer Bridge Programs	Summer housing was released from contract as no summer housing was needed from the TRIO Programs Office.
Ethnic Studies Department - University of Utah School of Cultural and Social Transformation	Introduction to Ethnic Studies course – ETHNC 1800	Department provided Ethnic Studies 1800 course for summer bridge and Jump Start Students	No Impact
University of Utah Math Department	Math 980, 1010 courses	Department of Mathematics provides curricular support for TRIO Programs office to provide instruction for Math 980, 1010, and 1030. TRIO Program pays salary. These services are provided for Bridge and Jump Start programs	No Impact

Division of Child and Family Services - State of Utah	Training and Referral services	DCFS Provides training for TRIO personnel for the Upward Bound Summer Academy	No Impact
Planned Parenthood of Utah	Safe Sex Curriculum	Planned Parenthood provides safe sex curriculum for Upward Bound Summer Academy	The Planned Parenthood curriculum was not implemented to accommodate for the reduced course programming structure.

Initiative 2: Summer Academy

- a) Goal 1 for Initiative 2: Provide robust and intrusive services to Upward Bound Summer Academy participants.

Outcomes:

- Provided six-week summer academy to 62 (47 pre-bridge students, and 15 bridge students) eligible participants during the summer term 2020.

COVID 19 Impact

The summer program moved entirely virtual with a reduced number of students participating and reduced number of courses assigned to students. The following items indicate the impact of COVID 19 on the summer programming:

- 7 subjects were still offered, though students only took 3, plus a career development course.
- All grade level cohort-based programming was eliminated (Fresh Steps Academy, ACT Preparation, and Next Steps Academy).
- ACT Preparation course was eliminated.
- Summer residential quarters were eliminated.
- The federal government authorized meals to be provided to each student with \$266 in Smith’s meal cards for the duration of the program.

Retention & Graduation

The Upward Bound does not directly impact retention and graduation of University of Utah students, but rather provides access to post-secondary education from this student community.

Student Quotes- Upward Bound Summer Academy participant (anonymous survey)

“I would like to say, thank you. I was given this opportunity two years in a row now. Even after some hardships, I came back to this program stronger, healthier and overall better. The advisers and the staff have helped shape who I am today. They don’t truly know how amazing this program really is, especially as a student. I know and see it from our view. It is so beneficial in so many ways, I hope this program continues to progress.”

“Thank you to everyone behind the scenes who made this possible.”

“Thank you for making this such an amazing summer for me! I appreciate everyone’s hard work and dedication.”

Utilization Data

NA

Goal 4: Create an environment of program accountability (Assessment)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Assessment, Evaluation and Research (SA Strategic Objective 6): Utilize a coordinated assessment, evaluation and research approach to promote data driven-decision-making.

Initiative I: Assessment

- a) Goal 1 for Initiative I: Evaluate and assess the TRIO Programs compliance to federal legislation and regulation as it applies to data collection, program management and annual performance reporting.
 - a) **TRIO Staff Planning Retreat**: This annual event occurred in January 2020 and reviewed AY 2018-2019 annual performance report data compared to 2019-2020 data to measure established benchmarks and determine service provision and augmentations to processes. Assessment of this activity is dependent on annual performance report data and is typically reviewed once again in August of each year.
Outcomes: Staff have been able to project service provision as laid out by grant requirements and implement these requirements into established service provision planning.
COVID 19 Impact
Due to the impact of the Corona Virus pandemic, the August review did not occur, but will be revisited once again in January 2021.

Retention & Graduation

Program accountability, even for college access programs, is important in the overall retention and graduation of students once enrolled into an institution of postsecondary education. Students who participate in the UU’s Upward Bound in high school graduate at higher rates (10% percentage points higher) than those first time, full time, freshmen from similar backgrounds.

Student Quotes

NA

Utilization Data

NA

Goal 5: Pursue funding opportunities for additional initiatives within the TRIO Programs office (Resource Development)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Collaboration (SA Strategic Objective 5): Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Initiative I: Resource Development

- a) Goal 1 for Initiative I: Explore and write for funding or in-kind donations for the Upward Bound Program.
Outcomes: Sought assistance from community partners to assist with COVID 19 emergency funding and service provision. Received donation from Comcast to provide computer and wifi hot spots for Upward Bound student use during the summer 2020. Additionally, the UU Bookstore provided backpacks to all students in August 2020 to

support students back to school needs.

COVID 19 Impact

The Corona Virus pandemic did not have an adverse effect on this initiative. In fact, it provided leverage for the strengthening of this partnership.

Retention & Graduation

NA

Student Quotes

NA

Utilization Data

NA

STUDENT SUPPORT SERVICES

AUTHORIZATION:

Higher Education Opportunities Act as Amended 2008 20 USC 1070a-11: Program authority; authorization of appropriations **Title 20-EDUCATION:** CHAPTER 28-HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE SUB CHAPTER IV-STUDENT ASSISTANCE Part A-Grants to Students in Attendance at Institutions of Higher Education Subpart 2-federal early outreach and student services programs Division 1-Federal TRIO Programs

§1070a-14. Student Support Services

(a) **Program authority:** The Secretary shall carry out a program to be known as student support services which shall be designed—

- (1) to increase college retention and graduation rates for eligible students;
- (2) to increase the transfer rates of eligible students from 2-year to 4-year institutions;

(3) to foster an institutional climate supportive of the success of 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 (as such term is defined in section 11434a of title 42), students who are in foster care or are aging out of the foster care system, or other disconnected students; and

(4) to improve the financial literacy and economic literacy of students, including—

- (A) basic personal income, household money management, and financial planning skills;
- (B) basic economic decision making skills.

FEDERAL APPROPRIATION:

\$348,842

Program Staff

Kyle Ethelbah, MPH, Director

Aris Papadopoulos, PhD, Math Instructor

Donna Jordan Allen, Coordinator for Academic Support & Instruction

Stephanie Scott, Graduate Assistant

Moises Santiago, Student Assistant

Luis Lopez, Coordinator for Student Success & Involvement

Goal 1: Create environment where all staff recognize their personal potential and continue to develop personally and professionally (Staff Excellence and Education)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Professionalism (SA Strategic Objective 2): Provide education that ensures staff is properly trained to provide professional and competent service.
- b) Exemplary Staff (SA Strategic Objective 4): Recruit and retain highly qualified staff.

Initiative I: Staff Training

The TRIO Programs Office has determined to provide professional development opportunities for

Student Support Services staff to ensure all are current in best practices and competencies for service provision.

Goal 1 for Initiative I: Provide professional development opportunities for SSS staff to ensure staff is current in best practices and competencies for service provision. The following programs support this endeavor. Services that support this activity:

- a. **ASPIRE Conference:** This annual event provides administrative training opportunities for TRIO staff members to ensure continued development regarding TRIO legislation and regulation, and professional best practices.

Outcomes: Donna Jordan Allen attended the ASPIRE Conference in October 2019 and September 2020. Donna has been able to implement effective tutoring oversight measures as a result of her attendance at these professional development conferences.

COVID 19 Impact

Training opportunities have actually gotten easier to attend (and more affordable) as a result of most of these being moved to a virtual platform.

Retention & Graduation

Faculty and staff are integral in facilitating classroom learning and sense of belonging, which provide pathways to post-secondary educational success. Hiring and training staff are important to the success of our student population.

Student Quotes

NA

Utilization Data

NA

Goal 2: Create programs where all students recognize their personal potential and engage in their post-secondary educational objectives (Student Support)

This goal aligns with Student Affairs Strategic Objectives:

- a) Student Engagement (SA Strategic Objective 1): Develop students as a whole through the cultivation and enrichment of the body, mind and spirit.
- b) Best Practices (SA Strategic Objective 8): Promote the effective use of best practices in Student Affairs departments, programs and services.

Initiative I: Academic Service Provision.

The core of the Student Support Services program is the academic advisor/counselor relationship with the student. This individual is involved in all areas of service provision including academic advising, financial aid and delivery of tutorial services.

Services that support this initiative:

- a) Academic Advising
- b) Tutoring
- c) Scholarship disbursement

Goal 1 for Initiative I: Provide services to 225 eligible students from the University of Utah.

Outcomes: Project served 246 eligible students in AY 2019-2020.

COVID 19 Impact

Service hour counts have decreased since the onset of the move to online services. Total number of service hours for 2019-2020 was 835, though this number could very well be an undercounting of services. Once the department moved online, service counting moved from paper-based service summary tracking to online comments into the SSS database. Not all service summaries have been collected from all staff.

Retention & Graduation

Service provision directly impacts retention and graduation. The ability for staff to assist student navigation at the university has proven effective in student achievement. T

Student Quotes

NA

Utilization Data

First time, full time TRIO SSS students enter the university with lower average ACT scores (20 Fall 2019 versus 25 UU average) but persisted at higher rates than the general student body (81% v 75% Fall 19 to Fall 20 unofficial rates). Though more research and evaluation should be conducted around this, services provided by staff are the primary deliverable from the UU TRIO SSS Program.

Goal 2 for Initiative I: Administer College Student Inventory (CSI) to all incoming freshmen students.

Outcomes: 40% of incoming students completed CSI. The College Student Inventory identifies at-risk students in the incoming class using the leading non-cognitive indicators (academic motivation, general coping and receptivity to support services) of college student success.

COVID 19 Impact

Training opportunities have actually gotten easier to attend (and more affordable) as a result of most of these being moved to a virtual platform.

Retention & Graduation

The CSI has proven to be an invaluable tool to assist advisors in determining effective interventions for students before potential concerns can arise. This software in conjunction with the INSPIRE for Advisors (Civitas) has helped staff to ensure that students are aware of their academic progress and receiving the necessary services to pass their courses and connect to needed interventions.

Student Quotes

NA

Utilization Data

During the Academic Year 2019-2020, the TRIO Programs administered 100 CSI evaluations of which 53 fully completed.

Goal 3 for Initiative I: Administer financial aid to qualified SSS participants.

Outcomes:

- \$30,000 of SSS Grant Aid dollars were disbursed in 2019-2020 (TRIO Participation Scholarship). These funds are designated to assist first and second year students who are at high risk of dropping out at the outset of the academic year.
- \$25,000 of additional aid provided through the Alumni Association (Alumni TRIO Advanced Standing Award) was disbursed in 2019-2020. These funds are designated to assist third and fourth year students who are at high risk of dropping out at the outset of the academic year.

COVID 19 Impact

There was no disruption to the disbursement process as a result of the Corona Virus pandemic.

Retention & Graduation

For the Alumni Advanced Standing Scholarship, 27 awards were made to SSS participants, of whom 3 graduated and 22 returned for the 20-21 academic year.

For the TRIO participation Grant, 29 awards were made to SSS participants, of whom 25 returned for the 20-21 academic year.

Both these scholarship programs are intended to assist students who are at high risk of dropping out at the beginning of the start of the term of awarding due to financial constraints. The overall Fall 19 to Fall 20 retention rate for SSS Scholarship recipients was 89%, 9 percentage points higher than overall SSS student community.

Student Quotes

On the need to receive additional scholarship funds:

“There is nothing more important to me than my education and family. With all my jobs and extra extra-curriculars I have maintained a 3.3 GPA. Without the need of having three jobs I am certain my GPA would increase. I am in constant contact with my kinesiology and the pre-professional advisors to secure my progress to attend Medical school” – name withheld

“Family hardship has also been something that has been continuous for me in my journey to receiving a higher education. My brother had went paralyzed and having go through the emotional pain, constant hospital visits, and in home care up until this day, my parents have not been able to keep up with all of their bills and so not only have I become responsible to finance for my own education, but also to help out my parents in all the medical bills and it has been a really stressing and emotionally difficult journey.” – name withheld

“It also doesn’t feel too comfortable of a college experience when you owe tuition even after financial aid and scholarships, especially with a family that is struggling financially. Although I am currently experiencing the hardships mentioned above, the way I am managing to get through these hardships is by focusing on what I am passionate about and trying harder than ever to get the best grades I can, as well as getting support from others. I have managed to gain a 3.5 GPA up to now and because of my grades, I have also had opportunities to get involved and intern with advocacy organizations like the ACLU of Utah. By excelling academically, I have also found my career interests. I am very passionate about in getting involved in politics to advocate for criminal justice and drug policy reform.” – name withheld

Utilization Data

The TRIO Programs Office used the Academic Works scholarship portal (www.utah.academicworks.com) to administer both scholarship programs (Alumni Advanced Standing Scholarship and SSS Participation Grant). Total number of applications received through this portal was 223, with 55 students awarded in AY 19-20.

Goal 4 for Initiative I: Provide tutorial services for TRIO SSS Participants

Outcomes: Provided 815 hours of tutorial services to active SSS participants through the TutorMe software platform.

COVID 19 Impact

Use of the TutorMe software platform increased during the move to online service provision.

Retention & Graduation

Tutorial services play a large role in the success of TRIO participants. Students who utilized tutoring services through our program have indicated a stronger sense of self-efficacy related to the subjects for which services were sought.

Student Quotes

"I like the Tutor.me! It fits well in my schedule, especially for me that I work full time and I'm a full-time student. I can use the tutor.me during times when there are no classes and I get the crucial help that I need for my math assignments. I hope I could continue learning and be able to use Tutor.Me for future math courses." – anonymous student survey response

"The site is very helpful! I like it" – anonymous student survey response

Utilization Data

Tutoring provided virtually through the TutorMe platform more than tripled in 19-20 compared to AY 18-19. Total tutor hours provided via TutorMe in AY 18-19 was 212, compared to 815 in AY 19-20.

Assessment of tutoring activities is ongoing. The TRIO Programs Office has partnered with the Office of Budgets and Institutional Analysis to evaluate the impact of TRIO Course participation finding that students who take TRIO sponsored math courses pass at higher rates than students not enrolled in the same courses not taught by TRIO. This same evaluation is intended to be constructed for the overall tutorial program as well.

In addition to the review already provided, the federal reporting requirements do show that the UU SSS Program is meeting established federal objectives.

Federal Required Objective	Obtained Objective
a) 88% of all participants served by the TRIO SSS project will persist from one academic year to the beginning of the next academic year.	81% of participants served by the SSS project in AY 2019-2020 persisted into the fall 20 semester.
b) 87% of participants served by the SSS project meet requirements to be in good academic standing at the University of Utah.	97% of participants served by SSS remained in good academic standing.
c) 38% of new participants served will graduate with a bachelor's degree or equivalent within six (6) years (First served in AY 2013-2014).	48% of SSS participants who entered in 2014-2015 graduated within 6 years.

It should be noted that the federal objectives will change beginning in the 20-21 academic year. The primary change will be within the 6 year graduation rate, which will move from the current 38% required objective to 70%.

Goal 3: Create environment of cooperation with programs and services that serve low-income and first-generation college students (Collaboration)

This goal aligns with the Student Affairs Strategic Objectives:

- a) Collaboration (SA Strategic Objective 5): Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Initiative I: Programmatic Partnerships

Goal 1 for Initiative I: Establishment partnerships to support programming and administrative reporting for the Upward Bound program. The following partnerships were initiated or maintained for the 19-20 academic year.

Partnering Agency	Services Provided	Outcome
Writing & Rhetoric Department - University of Utah	WRI 1010 course	The Writing & Rhetoric Department provides instruction to TRIO participants on a contractual basis
University of Utah Academic Advising Center	Mandatory Advising Program, INSPIRE for Advisors	The AAC provides TRIO with support and assistance with the Mandatory Advising Program (MAP) and Inspire for Advisors, student success software
Office of Orientation & Transition	First Generation student breakout sessions during summer orientation	The Office of Orientation & Transition Services provides TRIO space and time to allow incoming students to learn more about services provided by TRIO
Associated Students of the University of Utah Tutoring Center	Subsidized tutoring services	The ASUU Tutor Center provides subsidized tutoring to students referred by TRIO program
Ethnic Studies Department - University of Utah School of Cultural and Social Transformation	Introduction to Ethnic Studies course	Department provided Ethnic Studies 1800 course for summer bridge and Jump Start Students
University of Utah Math Department	Math 980, 1010 courses	Department of Mathematics provides curricular support for TRIO Programs office to provide instruction for Math 980, 1010, and 1030. TRIO Program pays salary. These services are provided for Bridge and Jump Start programs
Office of Scholarships & Financial Aid	Scholarship Disbursement, Financial Aid presentations	The OSFA provides the TRIO programs with support and assistance with the disbursement of the Oser scholarship and the TRIO Participation Grant in addition to financial aid presentations for TRIO students.
University of Utah Registrar	Data Reporting	The Registrar's office provides TRIO with real time data for federal reporting requirements to the US Department of Education
Office of Budgets & Institutional Analysis, The University of Utah	Data Reporting	The Office of Budgets & Institutional Analysis provides the TRIO Programs office with data for reporting and development of existing and future programs.

Center for Ethnic Student Affairs	Office Hours	The CESA Office provides the TRIO Programs office with space and time in their office location in the Student Union.
University of Utah Alumni Association	Scholarship Dollars	The Alumni Association provided the SSS Program with \$25,000 to provide additional financial support to participants in their junior and senior years at the university.
University of Utah Office of Admissions	SSS Program information distribution	The admissions office shared SSS program information with all students indicating first gen status on the admissions application. The TRIO SSS program was able to meet federally mandated number of students served within the first semester of AY 20-21. This is the first time the SSS program was able to meet this objective this early in the academic year.

COVID 19 Impact

Much of the established partnerships were not significantly impacted with the exception of the Office of Orientation and Transition. This year all new student orientation sessions were conducted online. The OOT provided specific orientation programming for TRIO and other support programs on campus to share information about the services available through these programs.

Retention & Graduation

The collaboration between offices for both program delivery and administrative oversight is extremely important to ensure that the TRIO SSS program is meeting established objectives.

Student Quotes

NA

Utilization Data

NA

Goal 4: Create an environment of program accountability (Assessment)

This goal aligns with the Student Affairs Strategic Objectives:

- b) Assessment, Evaluation and Research (SA Strategic Objective 6): Utilize a coordinated assessment, evaluation and research approach to promote data driven-decision-making.

Initiative I: Assessment

- b) Goal 1 for Initiative I: Evaluate and assess the TRIO Programs compliance to federal legislation and regulation as it applies to data collection, program management and annual performance reporting.
 - a) **TRIO Staff Planning Retreat**: This annual event occurred in January 2020 and reviewed AY 2018-2019 annual performance report data compared to 2019-2020 data to measure

established benchmarks and determine service provision and augmentations to processes. Assessment of this activity is dependent on annual performance report data and is typically reviewed once again in August of each year.

Outcomes: Staff have been able to project service provision as laid out by grant requirements and implement these requirements into established service provision planning.

COVID 19 Impact

Due to the impact of the Corona Virus pandemic, the August review did not occur, but will be revisited once again in January 2021.

Retention & Graduation

Program accountability has been a point of importance in the last few years. In particular, the TRIO Programs Office wishes to ensure that all services are delivered in line with federal requirements, and that they have a demonstrable impact on students in the programs. The annual TRIO planning retreat offers staff to ensure that objectives are met, but also that services can be evaluated for impact and not just delivery.

Student Quotes

NA

Utilization Data

NA

Goal 5: Pursue funding opportunities for additional initiatives within the TRIO Programs office (Resource Development)

This goal aligns with the Student Affairs Strategic Objectives:

- b) Collaboration (SA Strategic Objective 5): Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Initiative I: Resource Development

- b) Goal 1 for Initiative I: Explore and write for funding or in-kind donations for the Student Support Services Program.

Outcomes: The TRIO Programs personnel wrote for and received funding for the TRIO Student Support Services Program. Total grant dollars received for the cycle totaled \$1.9 million and allows for the program to continue service provision until August 31, 2025.

COVID 19 Impact

The Corona Virus pandemic did not have an adverse effect on this initiative.

Retention & Graduation

NA

Student Quotes

NA

Utilization Data

NA

Plans for the future

You are experts in your area. There may be national trends and/or changes that will impact the work of your department. Describe how you are planning to address these.

- A. Anticipated challenges
 - a. Continued remote course delivery.
 - b. Continued staff challenges. With remote work it has become difficult to do substantive data entry work as student staff have primarily provided this work. The need for records security and technology requirements make it implausible for students to continue to do this work.
 - c. Congressional stall on FY Budget appropriation for federal programs (including TRIO) due to national elections.
- B. Anticipated opportunities
 - a. Opportunity to increase TRIO services through the Talent Search grant application.
 - b. Potential opportunity for the Higher Education Act to be reauthorized. Potential to make application to TRIO programs easier and open to more than just US Citizens.
- C. What on-line programs and services to you plan to continue to offer that will compliment in-person services
 - a. ConexEd (Cranium Café) for advising appointments
 - b. TutorMe for tutorial services
 - c. Docusign for signatures on TRIO applications
 - d. Civitas (INSPIRE for Advisors)
 - e. Group Me texting platform for staff
 - f. Remind App texting platform for students
 - g. Academic Works for scholarship applications
 - h. Qualtrics for student applications and departmental surveys
 - i. National Student Clearinghouse for student tracking
 - j. Student Access database for Upward Bound and Student Support Services database services
 - k. Microsoft Teams for staff communication
 - l. Skype for business for telecommunications needs
- D. Any grants or contacts you have received and how it compares to the previous year
 - a. Receipt of TRIO SSS Continued Funding award. Three percent increase reflected in the new appropriations with a \$1.9 million, five year total.
 - b. Writing for the TRIO Talent Search program to be implemented in September 2021.
- E. Any gifts/new revenue
NA

Staff Excellence

A. Awards and Recognitions

NA

B. Committee Memberships, Leadership Roles in Professional Organizations

Kyle Ethelbah, Council for Opportunity in Education (COE), Chair, Board of Directors

C. Presentations and Publications

Brown, A., Ethelbah, K., Maxwell, S. "Keeping First Generation Students on a Path to Degree Completion in a Pandemic." National Association of Student Personnel Administrators (NASPA) First Generation Student Success Conference [virtual]. June 24, 2020.

Dokter, T., Ethelbah, K., Rudolph, J. "Evaluation. Not Just an Afterthought." Council for Opportunity in Education (COE), *No Better Time* Professional Development Series [virtual]. June 3, 2020.

Ethelbah, K., Hamm, T., Hoyler, M., "Going Online: Providing SSS Services in the Age of COVID19." Council for Opportunity in Education (COE), *Connect/Discuss/Learn* Series [virtual]. April 15, 2020.

Lopez, L., Martinez, J., Mireles, A. "Alumni Engagement in Action: Definitely Isn't Easy." Council for Opportunity in Education (COE), Annual Conference [virtual]. September 23, 2020.

D. Faculty Appointments

NA

E. Additional Information and Staff Highlights

i. Professionalism

Conferences attended:

- a) Donna Jordan Allen – ASPIRE Conference 2020
- b) Kenny Quintanilla – ASPIRE Conference 2020
- c) Luis Lopez – COE Conference

ii. Recruitment and retention of highly qualified staff [Part B of Budget Report (A-J)]

- d) Kenny Quintanilla, Upward Bound Coordinator, August 2020.
- e) Makena Christiansen, TRIO Administrative Assistant, September 2020.

iii. Retirements, new hires, accomplishments, committees, awards. . .anything you deem important! The TRIO Programs Office is pleased to welcome the following individuals to their new roles within the department.

- a) Makena Christiansen, Administrative Assistant, September 2020
- b) Kenny Quintanilla, Upward Bound Coordinator, August 2020
- c) Emery Vigil, Student Success Manager for Upward Bound, June 2020

iv. How staff have contributed to one U and EDI Anti-racism work

The TRIO Programs staff have been instrumental in assisting in development of meaningful partnerships to support the One U initiative and the anti-racism work established by Equity, Diversity & Inclusion.

Specifically, Luis Lopez, SSS Coordinator for Student Success & Engagement has worked to ensure that our department is represented in conversations surrounding student success and achievement. He has connected the TRIO Programs Office with the Office of Engagement, First Gen Scholars, the UU DREAM Center and the First Star Academy.

Additionally, Emery Vigil has broadened the scope of outreach within the Upward Bound Program to reach American Indian students served in the Granite and Salt Lake County School Districts through the Title VI Indian, Native Hawaiian and Alaska Native Education program, as well as the refugee community through the Refugee and Immigration Center of Utah.

Anti-Racism Plan

Position Statement

The TRIO Programs Office has been in existence on the University of Utah campus since 1972. The programs represented in this unit included the Veterans Upward Bound Program (1981), the Student Support Services Program (1978), and the Upward Bound Program (1972). Currently, the two programs housed in this department are the Upward Bound and Student Support Services Programs, which are two of the longest running federal TRIO Programs in the United States. These programs are funded through Congress and are overseen by the US Department of Education. TRIO Programs in general are intended to provide access and opportunity services to students who are low-income, first-generation, and/or disabled. The primary intention of these programs is to assist participants to obtain their post-secondary education. These programs originated through the war on Poverty established by President Lyndon B. Johnson and were initially included in the Economic Opportunity Act of 1964 as the primary mission was to combat intergenerational poverty. These programs moved formally into the Higher Education Act of 1965 and have remained there since.

Given that these programs have at their core the elimination of poverty, the primary eligibility criteria for participation in these programs is income. In order for students to participate, their family income must be 150% below the federal poverty line. For the Upward Bound program, the use of Free and Reduced Lunch Program eligibility was used to determine partner schools (currently East, West, Highland and Kearns High Schools). For the Student Support Services program, students provide income statements attesting to their family taxable income.

Historically, low-income individuals are heavily represented in marginalized and minoritized communities. This is evident in our race and ethnicity distribution within our programs. Current racial and ethnic distribution percentages in our programs are listed below in comparison with the University of Utah representation for undergraduate students:

Race/Ethnicity	TRIO Programs	University of Utah
American Indian	7%	0.4%
Asian	22%	6%
Black/African American	17%	1.3%
Hawaiian/Pacific Island	6%	0.4%
Hispanic	49%	13.4%
White*	46%	66%

**This number includes individuals who identified ethnically as Hispanic but racially as White on the TRIO application for services.*

The fact that the programs participation rate of minoritized communities is higher than the general student body at the university indicate that the TRIO programs contribute to the diversification of the institution to meet the needs of all communities in the Salt Lake metropolitan community.

In January 2020, the TRIO Programs team came together to devise a position statement to reflect the values and commitment that the office as a whole was to take in relation to student representation,

safety and well-being. The final product of that work is reflected below. This work is iterative and will be revisited on an on-going basis.

The TRIO Programs, through a supportive environment, empower underrepresented students to access postsecondary education and to achieve success leading to a postsecondary degree. Federal TRIO programs include eight programs targeted to serve and assist low-income individuals, first generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. At the University of Utah, two programs are housed, Upward Bound for high school students and Student Support Services for college students. TRIO is committed to the transformation of society into one that promotes social justice and freedom from oppression, including, but not limited to, racism, sexism, classism, heterosexism, ageism, and ableism.

Our Vision

To create a powerful learning community at the University of Utah, centered on core values and a shared commitment to academic excellence. Student Support Services and Upward Bound will increase the number of underserved students (low-income, first-generation, and students with disabilities) in college. UB and SSS graduates will be responsible, engaged citizens who are prepared to be leaders of the future.

Our Mission

TRIO is dedicated to empowering a diverse student body with an outstanding college education.

Guiding principles

- *Value, respect, and appreciate each student and staff*
- *Place students' needs first (remain student centered)*
- *Value resiliency in students*
- *Promote social justice in education*
- *Promote education by providing the tools that students need to become empowered for themselves and to contribute to their communities and to society as a whole*

This commitment statement was created as a result of incidents which occurred on the UU campus regarding student behavior toward minoritized communities, African American students especially. The intent of the statement was to ensure that our office would serve to assist and support students from all communities and that students knew that they could find support and safety within our programs.

Current Anti-Racism Initiatives

Current anti-racism initiatives undertaken from our office include:

- The incorporation of Ethnic Studies 1800 as part of the Summer Bridge Program curriculum. This course is a two-credit course that explores the historical development of, research issues in, and theoretical trends in the field of ethnic studies. This is a collaboration with the Department of Ethnic Studies within the School for Social Change and Transformation.
- The provision of technology for students who do not have access to hardware to complete coursework. This initiative addresses barriers to education (institutional racism) that can prevent low income students and minoritized communities from accessing needed requirements for degree completion.

Anti-Racism Plan

Goal	Timeline	Assessment	How does this address institutional/systemic racism	Strategies/Collaborations
Remove Taxable Income signature page from TRIO Program application from SSS Program.	May-21	Program application review	The TRIO Programs participation application requires similar information that is collected from the FAFSA. By eliminating the signature page (which requires parental signature for dependent students), this will reduce the already heavy requirements (structural racism) already placed on the student.	Office of Scholarships and Financial Aid
Require all staff to complete a personal anti-racism plan.	May-21	Staff anti-racism plan	TRIO program staff are part of the institutional fabric. By complying with institutional policies and procedures, staff are not always aware of the biases perpetuated by these systems. A personal anti-racism plan will assist staff to evaluate their personal values and assess where and how they can help alleviate potential barriers or overt acts of racism.	Student Affairs Diversity Committee
Provide dialogue opportunities for TRIO program participants to discuss social justice	May-21	Dialogue evaluations	This program and series will allow participants to engage in dialogue around current social justice	First Generation Scholars, DREAM Center

and opportunities for continued growth and development			events and opportunities to improve racial awareness. These dialogues will help move the TRIO programs Office forward with student led recommendations.	
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Balancing Commitments

Although social justice work is often taxing, the TRIO Programs Office feels it is of the utmost importance. This work will be undertaken in addition to the requirements of the federal grants, and institutionally established commitments. Staff will oversee the implementation of these objectives collectively. A portion of each monthly all staff meeting will be dedicated to the follow up and update on the progress to this work. Where possible, partnerships indicated will be invited to assist with the delegation of plan requirements to assist in this process. Additionally, all staff will be provided opportunities for self-reflection, including mental health days to process through this work.