



MAINE EDUCATIONAL OPPORTUNITY ASSOCIATION

Maine TRIO Yearbook 2000

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FEDERAL TRIO PROGRAMS

The Federal TRIO Programs incorporate the following six major programs for disadvantaged students:

Educational Talent Search
Upward Bound and Upward Bound Math/Science
Student Support Services
Educational Opportunity Centers
Ronald E. McNair Post-Baccalaureate Achievement
Training Program for Special Programs Staff and Leadership Personnel

History

Collectively, these programs are referred to as “TRIO” or “Federal TRIO Programs.” In the late 1960’s when the first three programs were established, the name “TRIO” was coined. **Upward Bound**, the oldest of the programs, was created by the 1964 Economic Opportunity Act. **Upward Bound Math/Science** was added in 1990. **Educational Talent Search** was established by the Higher Education Act of 1965, and the Higher Education Amendments of 1968 added **Special Services for Disadvantaged Students** (now **Student Support Services**). The Higher Education Amendments of 1972 added a fourth program -- **Educational Opportunity Center** -- but the “TRIO” name continued. The fifth program is the **Training Program for Special Programs Staff and Leadership Personnel**; it was established by the Education Amendments of 1976.

The Higher Education Amendments of 1986 authorized the sixth program, **Ronald E. McNair Post-Baccalaureate Achievement**, for which funds were first appropriated in FY 1989. The legislative requirements for the TRIO programs can be found in the Higher Educational Act of 1965, as amended, Title IV, Subpart 4.

Purpose

The primary purpose of the TRIO programs is to prepare disadvantaged persons for successful entry into, retention in, and completion of postsecondary education. In general, these programs identify low-income and potential first-generation college students and provide them with encouragement, support, and assistance to help them achieve their educational goals.

Service

TRIO services are designed to improve academic performance, increase student motivation, and facilitate transitions from one level of education to the next.

Maine Educational Opportunity Association

The Maine TRIO Picture: 1999-2000

Program Location	# of Personnel	# Students Served	\$ Award
Educational Talent Search			
University of Maine	16	950	\$409,176
Educational Opportunity Center			
University of Maine	18	2,500	\$529,339
Student Support Services			
Central Maine Technical College	4	150	\$180,000
Kennebec Valley Technical College	4	175	\$196,964
University of Maine	9	425	\$390,860
University of Maine at Augusta	*	360	\$324,209
University of Maine at Farmington	3	189	\$196,964
University of Maine at Fort Kent	4	140	\$199,000
University of Maine at Presque Isle	4	180	\$208,606
7 Student Support Services Projects	28	1,619	\$1,696,603
Upward Bound			
Bowdoin College	4	100	\$357,435
University of Maine	6	100	\$473,507
University of Maine at Farmington	3	55	\$297,663
University of Maine at Presque Isle	3	65	\$299,702
University of Southern Maine	7	50	\$240,377
5 Upward Bound Projects	23	370	\$1,668,684
Upward Bound Math/Science			
University of Maine	4	50	\$251,200
15 TRIO Projects in Maine	89	5,489	\$4,555,002
	Project Staff	Participants Served	Total Federal TRIO Funding

* Not available

Educational Opportunity Center

Program Description:

The Educational Opportunity Center Program provides assistance and information to adults who seek to enter or continue a program of postsecondary education.

Participant Eligibility:

The program targets persons who express a desire to enroll, or are enrolled, in a postsecondary program and those who request information and assistance in applying for admission and/or financial aid. At least two-thirds of the students must be low-income, first generation college persons, age 19 or above, and who need services in order to pursue a postsecondary education. If the services of an Educational Talent Search Program are not available in the target area, persons under 19 may be served.

Sponsoring Institutions:

Educational Opportunity Center Programs may be sponsored by institutions of higher education, public and private nonprofit agencies, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for Educational Opportunity Center funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application. The most recent competition was held in fall 1997.

Services Provided by EOC:

- Academic, financial, and personal counseling
- Career exploration and aptitude assessments
- Help with the re-entry process to high school or college
- Information on postsecondary educational opportunities
- Information on student financial assistance
- Rehabilitation of defaulted loan counseling
- Assistance in completing college admissions testing, college admissions applications, and financial aid applications
- Coordination with nearby postsecondary institutions
- Activities designed to involve and acquaint the community with higher education opportunities

Funding for Maine

# of Awards	1
# of Participants	2500
Grant Award	\$521,339
Cost per Participant	\$208

National Funding

\$29 Million was awarded in FY 98

Number of Awards	74
Total # of Students Served	163,486
Average Awards	\$391,892
Average # of Participants	2209
Cost per Participant	\$177

Educational Talent Search

Program Description:

The Educational Talent Search (ETS) Program identifies disadvantaged young people who have the desire and the potential for success in postsecondary education. ETS encourages participants to continue and graduate from secondary schools or to return to high school if they have dropped out. The goal of ETS is to have participants enroll in some form of postsecondary education.

Participant Eligibility:

Students must be between the ages of 11 and 27 and have completed five years of elementary education. In any given project, two-thirds (2/3) of the participants must be low-income persons who are also potential first generation college students.

Sponsoring Institutions:

Educational Talent Search Programs may be sponsored by institutions of higher education, public and private nonprofit agencies, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for Educational Talent Search funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application. The most recent competition was held in the fall of 1997.

Services Provided by Talent Search:

- Student academic, financial, and personal counseling
- Career exploration and aptitude assessments
- Help with the re-entry process to high school or college
- Information on postsecondary education
- Personal development workshops in areas such as test taking and study skills
- Assistance in completing college admissions testing, college admissions applications, and financial aid applications
- Personal growth activities focused on 6th – 8th graders
- Tutoring sessions for students with academic need
- Parental involvement

Funding for Maine

# of Awards	1
# of Participants	950
Grant Award	\$409,176
Cost per Participant	\$431

National Funding

\$98.7 Million was awarded in FY 98	
Number of Awards	361
Total # of Students Served	321,299
Average Awards	\$273,407
Average # of Participants	890
Cost per Participant	\$307

Student Support Services

Program Description:

The Student Support Services (SSS) Program provides supportive services to disadvantaged college students to enhance their potential for successfully completing the education program in which they are enrolled and to facilitate their transition to the next level of higher education.

Participant Eligibility:

To receive assistance, students must be enrolled, or accepted for enrollment, in a program of postsecondary education at a sponsoring institution of higher education and have an established need for academic assistance. All participants must be low-income, first generation, and/or physically disabled.

Sponsoring Institutions:

SSS Programs may only be sponsored by institutions of higher education. Each applying institution must be prepared to assure that each student participating in the project will be offered sufficient financial assistance to meet that student's full financial need.

Application/Funding Process:

Competitions for SSS funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application. The most recent competition was held in the fall of 1996. The next competition is scheduled for fall 2000.

Services Provided by SSS:

- Instruction in reading, writing, study skills, mathematics, and other subjects necessary for success in education beyond high school
- Tutorial services
- Academic, financial, and personal counseling
- Exposure to cultural events
- Assistance in obtaining student financial aid
- Assistance in securing admission and financial assistance for enrollment in four-year institutions (function of SSS at two-year institutions)
- Assistance in securing admission and financial assistance for enrollment in graduate and professional programs (function of SSS at four-year institutions)

Funding for Maine

\$1,696,603 was awarded in PY 1999-2000

# of Awards	7
Average Awards	\$242,372
Average # of Participants	231
Average Cost per Participant	\$1,048
Range of Awards	\$180,000 – 390,860
Range of Participants	140-425

National Funding

\$171.9 Million was awarded in FY 98

Number of Awards	801
Total # of Students Served	178,099
Average Awards	\$214,606
Average # of Participants	222
Cost per Participant	\$965

*** May be specifically designed for students of limited English proficiency.

Upward Bound

Program Description:

The Upward Bound Program attempts to generate skills and motivation necessary for success in education beyond high school. Participants are students currently enrolled in high school who meet the low income and/or potential first generation college student requirement and who are willing to prepare themselves for entry into postsecondary education.

Participant Eligibility:

Students must have completed the eighth grade and be between the ages of 13 and 19 (except for veterans), enrolled in high school, planning to go to college, and need the services in order to fulfill their goals. Two-thirds of the participants must be low-income and potential first generation college students. The remaining participants must be low income or first generation. Participants are selected based on recommendations from their counselors, teachers, and social service agencies.

Sponsoring Institutions:

Upward Bound Programs may be sponsored by institutions of higher education, public and private nonprofit agencies, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions for regular Upward Bound funding are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application. The most recent competition was held in the fall of 1998.

Services Provided by UB:

- Instruction in math through pre-calculus, laboratory science foreign language, composition, literature, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to cultural events and tutorial services
- Information on postsecondary education opportunities
- Information on student financial assistance
- Assistance in completing college admissions testing and applications and financial aid applications
- Exposure to the range of career options where the disadvantaged person might be under-represented
- Mentoring programs

Funding for Maine

\$1,668,684 was awarded in PY 1999-2000

# of Awards	5
Average Awards	\$333,737
Average # of Participants	74
Average Cost per Participant	\$4,510
Range of Awards	\$240,000 – 473,507
Range of Participants	50-100

National Funding

\$178.8 Million was awarded in FY 98

Number of Awards	601
Total # of Students Served	44,740
Average Awards	\$297,513
Average # of Participants	75
Cost per Participant	\$3,997

Upward Bound Math/Science

Program Description:

The Upward Bound Math-Science initiative seeks to strengthen the math and science education of participating students and assists them in demonstrating competency in math and science. It also seeks to encourage students to pursue postsecondary degrees in math and science.

Participant Eligibility:

Students must have completed the ninth grade and be between the ages of 13 and 19 (except for veterans), enrolled in high school, planning to go to college, have an interest and aptitude for careers in math and science, and need the services in order to fulfill their goals. Two-thirds of the participants must be low-income and potential first generation college students. The remaining participants must qualify as low income or first generation. Participants are selected based on recommendations from their counselors, teachers, and social service agencies.

Sponsoring Institutions:

Upward Bound Math-Science Centers may be sponsored by institutions of higher education, public and private agencies and organizations, and in exceptional cases, secondary schools.

Application/Funding Process:

Competitions are held every four years. Second, third, and fourth year funding is based on approval of a non-competing continuation application. The most recent competition was held in fall 1998.

Services Provided by UB Math/Science:

- Six-week intensive math (including computer science) and science programs during the summer
- Academic, financial, or personal counseling
- Exposure to experts performing research in math and science
- Tutorial services
- Core curriculum instruction including math through pre-calculus, laboratory science, foreign language, composition, and literature
- Intensive instruction in math and science, including hands-on laboratories, in computer facilities, and at field-sites

Funding for Maine

# of Awards	1
# of Participants	50
Grant Award	\$251,200
Cost per Participant	\$5,024

National Funding

\$19.7 Million was awarded in FY 98	
Number of Awards	81
Total # of Students Served	3,722
Average Awards	\$243,741
Average # of Participants	46
Cost per Participant	\$5,304

TRIO Achiever Gallery

2000

The following pages consist of a Gallery of TRIO Achievers. These are individuals from many walks of life, many disparate ages, and many different academic backgrounds. They hold one thing in common: each received educational support and assistance one of Maine's TRIO programs. For these individuals, TRIO programs served as the vital link between the desire to pursue and the ability to actually obtain a postsecondary education.

The people represented on the following pages are a small sampling of the lives TRIO programs impact each year. In 1999-2000, TRIO programs will serve a minimum of 5,489 participants. TRIO programs are funded to assist people who are living within 150% of the federal poverty level and would be the first person in their families to graduate with a Bachelor's degree. They are individuals who are fully capable of achieving academic success in college, and yet are faced with potential economic, social, and/or other barriers. We invite you to celebrate with these individuals as you read of their accomplishments. Thank you for your continued support of TRIO. We hope the following biographies serve as a reminder of the necessity and effectiveness of these programs.

RITA M. BRANNAN

Maine Educational Opportunity Center

University of Maine at Augusta



Rita M. Brannan is a thirty-two-year-old mother of two young children, earning her Associate’s degree in Social Services from the University of Maine at Augusta. Raised in a broken home in which she was responsible for raising her younger brother, Rita struggled through high school but managed to earn her high school diploma. Rita’s college journey began when she and her two children left an abusive lifestyle.

With no prior work history, Rita says that she “knew there was a future to pursue,” and that it started “with my education.”

Rita found the assistance she needed working with Sally Daniels of the Maine Educational Opportunity Center (MEOC). According to Rita, “Starting college is very overwhelming. So much to get organized and put in order. It can get very confusing, but when you have Sally Daniels on your team—she will help put you back on track and keep you there.” In Rita’s eyes, every semester she completes is a major accomplishment. Communication in her home remains of utmost importance, as Rita balances the dual roles of college student and mom.

Rita states that “The decision I have made for my continued education is great! It’s mine!” Rita’s short-term goal is to earn an Associate’s degree and work with at-risk children. Thanks to the help of MEOC and Sally Daniels, who is “only a phone call away and always resourceful,” she eventually plans to earn her Bachelor’s degree in Behavioral Sciences.



BIANCA BELCHER

Bowdoin College Upward Bound

Colby College

Bianca Belcher is currently a student at Colby College in Waterville, Maine. She is also the first person in her family to attend college. Bianca and her younger brother were raised in a single-parent home where all of their essential needs were met, with no money for what Bianca calls the “extras of growing up.” Bianca played varsity basketball and track and field in high school, and excelled in both. Prior to her involvement with Upward Bound, Bianca says she “tended to find school boring, and was only looking for colleges that fit my athletic talent, not my academic talents as well.”

Bianca’s turning point was when she attended the Bowdoin College Upward Bound (UB) program the summer after her sophomore year in high school. Bianca states that “After that summer I looked at my future with a new light. I was always pushed at home to go to college and be successful, but I was always unsure of just how high I should aim. UB helped me to see that there should be no limit to my ambitions.” Bianca’s involvement with UB included college trips, interviews, and plenty of exposure to different institutions that would challenge her academic and athletic talents. Without UB, Bianca says she “would never have had the opportunity to [choose] the institution that best fits my qualities.”

Bianca was awarded the Ralph J. Bunche Scholarship, an award given for a minority student with outstanding athletic and leadership abilities. This scholarship replaces the loans included in Bianca’s financial aid package from Colby. Bianca currently plays basketball and track and field for Colby College. She is considering a major in psychology, and would like to study abroad her junior year. She also would like to pursue graduate school “in order to specialize in the profession that I feel best fits me.” Thanks to the assistance of UB, Bianca looks forward to “getting a good paying job with my fine education and paying back my family for all the love and support they have given me over the years with my education and athletic ability.”



JOYCE L. BROWNE

Maine Educational Opportunity Center

University of Maine at Machias

Joyce Browne is a divorced forty-four year old mother of five children. Raised in a home that valued people and education, one of Joyce's early memories is that of her father saying, "Freckles, people and education are very important. Don't you ever forget that." Joyce graduated from high school and got married, and later juggled marriage, work, and raising her children. When Joyce's twenty-year marriage failed, she found herself a single parent with no financial stability. Shortly after this time, Joyce met Sally Daniels of the Maine Educational Opportunity Center (MEOC), and began planning her new future.

Joyce drove an hour to attend a workshop about college planning held by Sally. Joyce says she found Sally to be "one of the most caring, compassionate, and truly concerned people I have ever met!" With Sally's assistance, Joyce applied for admission at the University of Maine at Machias. She was accepted, and began studies in the Liberal Arts program. During this time, Joyce found Sally's assistance invaluable: "[Sally] provided me with all the information I needed to pursue my dream of going to college, but more importantly, she gave me hope and encouragement."

Recently invited to join the Honors Program, Joyce currently has a 3.78 GPA. She will receive her Associate's degree in Liberal Arts in May 2000, and plans to continue her education in pursuit of her Nursing degree. In her spare time, Joyce spends time with her family and friends, and volunteers for Down East Hospice, a non-profit organization designed for the support of the terminally ill and their families. Joyce says she would like "to give others some of the many gifts bestowed to me along the rocky roads I've traveled. I can't think of a better goal than to share the many gifts each of us have been given." Joyce counts the assistance from MEOC and Sally Daniels among the gifts she has received, and to them she offers her "heartfelt thanks."



SAMUEL L. CARLO

*University of Southern Maine
Upward Bound*

Hawaii Pacific University

Samuel L. Carlo claims that without the help of the University of Southern Maine's Upward Bound Program, he "would never have made it this far." Sam is currently a nineteen-year-old first year student at Hawaii Pacific University. His accomplishments to date include spearheading a drive for fair and accurate testing for ESL students at Portland High

School, and being selected as the Maine Boys and Girls Club Youth of the Year for 1998, which qualified him for a \$20,000 scholarship from Oprah Winfrey (who was a TRIO participant in high school). Sam is the first person in his family to attend college.

Sam became involved with Upward Bound during his freshman year at Portland High School. Originally from Sudan, Sam and his family came to Maine almost six years after fleeing the genocide occurring in their native county. Sam's father was killed in Sudan prior to their leaving. Once in Maine, Sam enrolled in Portland High School and moved quickly through the required ESL curriculum. Sam's involvement in Upward Bound began when he met counselor Johannah Burdin, who helped Sam consider the possibility of a college education. Sam was involved in Upward Bound for four years, never losing sight of his ultimate goal of enrolling in college. Upward Bound helped Sam work on homework, practice his TOEFL test, fill out college applications, and visit prospective colleges. Sam claims that Upward Bound gave him "all the help I need to make my way to the top of the world."

Johannah Burdin describes Samuel Carlo as a "thoughtful, effective leader for peaceful human interaction and understanding, for justice, and for education." As the oldest child in his family, Sam sets an example for younger members to follow. Of his accomplishments to date, Sam feels most proud of his work in the Portland school system, advocating for equal educational opportunities for ESL students. Sam's future plans include earning his Bachelor's degree and returning to work in a field that allows him to "help other students achieve their goals just like I did." He is also considering graduate school.



DIAN COOPER

Maine Educational Talent Search

Simmons College

Dian Cooper always knew that she would go to college because her family “made it clear that education was not an option, it was a necessity.” Dian was one of “about five minority students” in her high school. Prior to her involvement with the Maine Educational Talent Search (METS), Dian found herself “filling token roles and not pursuing anything that would be beneficial to my education.” That is when she met Kathy Nadeau, a counselor with the METS program. Dian says that “Kathy asked me questions that made me think” and motivated her to seriously pursue a college degree.

Due to her involvement with METS, Dian attended the National Student Leadership Congress in Washington, D.C. during high school. Dian says that this event gave her a confidence that “follows me to this day” and made her feel excited and proud to be representing the METS program in her nation’s capital. More recently, Dian was chosen to be one of two representatives to attend TRIO’s annual Policy Seminar in Washington, D.C. Delegates to the Policy Seminar are former participants in a TRIO program who have achieved outstanding academic and/or societal success in their pursuit of higher education.

At 24, Dian has earned an Associate’s Degree in Hospitality Management, and is continuing her studies at Simmons College in pursuit of a Bachelor’s degree. Dian plans to attend graduate school after completing her undergraduate studies. Thanks to the inspiration and confidence provided by the METS program, Dian’s future is filled with promise. As she emphatically states, “My pursuit of higher education is what keeps me going. I enjoy learning and sharing with my peers. My family is ecstatic that my love of school has grown rather than diminished.”



KATE DAZET

University of Southern Maine Upward Bound

Suffolk University

Kate Dazet is an eighteen-year-old first year student at Suffolk University, in Boston, Massachusetts. She graduated from Massabesic High School in Waterboro, Maine. She currently has a 3.1 GPA, writes for the Suffolk Journal, plays collegiate soccer, and volunteers through a college community awareness program. Kate has studied dance for eleven years, and continues to take dance classes in addition to her studies at Suffolk.

Growing up in rural Maine, Kate says she always wanted to “experience college life and learn as much as possible.” The Upward Bound (UB) program at the University of Southern Maine provided Kate with the ability to pursue her college dreams. Kate says that Upward Bound “motivated my goals and decision to go to school.” UB provided Kate with the exposure to different colleges and areas of the United States; through UB, she gained work experience, and met “all kinds of fascinating people.” College trips are an essential part of the Upward Bound program. These college visits enable students to tour the campuses of colleges that many would normally never consider attending. Thanks to her experience in Upward Bound, Kate is now experiencing college in the cultural diversity uniquely offered by an urban environment.

Kate’s future plans include becoming involved in a program called “Read Boston”, which assists young children in area public schools with reading activities. Ever eager for new experiences, Kate states that “I cannot be happy enough that I am in college. I am learning how to survive and thrive while having fun; this in turn will prepare me for future endeavors.”



LISA EMMONS

University of Southern Maine Upward Bound

University of Southern Maine

Lisa Emmons is the second youngest child in a family of six children. Raised in a single-parent home, Lisa is only the second child in her family to graduate from high school. Currently a first-year student at the University of Southern Maine, Lisa was the recipient of the Iris Scholarship, a \$1500 award given by the Finance Authority of Maine, as well as the Barney Maude Scholarship for \$200. Prior to becoming involved with the Upward Bound (UB) program at the University of Southern Maine, Lisa was taking general courses at Sacoppee High School; though she was interested in obtaining a college education, she had little idea of how to go about preparing for one.

This all changed when Lisa met Johannah Burdin and David Agan, counselors from the University of Southern Maine's UB program. Johannah and David introduced Lisa to college prep classes, and stressed the importance of academic preparation for postsecondary education. Soon after meeting her UB counselors, Lisa was enrolled in a college preparatory curriculum and "researching colleges that sounded interesting." Lisa says that UB helped her the most when it came to "filling out my [college] applications, with my FAFSA (Free Application for Federal Student Aid), and most of all meeting deadlines."

Lisa plans to graduate with her Bachelor's degree in Liberal Arts. She would like to learn to speak French more fluently, and "travel to a French speaking country for a semester or two." Lisa says that her decision to attend college has already affected the minds of the younger children in her family: "They realize that without an education, life isn't easy to deal with." Lisa is confident that her own children will experience a different childhood than what she did, being "more financially stable and more educationally based."



EMMA FINN

Maine Educational Opportunity Center

University of Maine

Emma Finn will be the first woman in her family to earn a college degree. Emma grew up in a military household and has worked in a variety of fields, including retail, food service, residential treatment, and community broadcasting. Emma's career goals were always in the area of broadcasting and communication, and at age forty-five she decided to pursue a college education because "every want ad I read in that field required at least a Bachelor's degree." As she explored her options, Emma also realized that she especially enjoyed the teaching and training aspects of her previous jobs; this discovery motivated her to seek further educational opportunities, so she could earn the educational credentials necessary to pursue her dream.

To explore her educational options, Emma worked with Sally Daniels of the Maine Educational Opportunity Center (MEOC). According to Emma, Sally "answered all my questions and kept me informed of all the aspects of the process, and most importantly encouraged, inspired, and supported my dream." Emma is currently working on earning general education credits, and exploring how the field of communications can help "further my goal to teach/train in one of the communication fields."

Emma "can see only positive results" coming from this attempt to "reach beyond my current comfort zone." She is proud of her past work with young people in community broadcasting, as well as her time spent organizing community events such as fairs and garden shows. Emma states that as a result of being "dream driven", her family has already reached a higher level of contentment.



GLADYS A. GAGNON

Maine Educational Opportunity Center

*University of Maine at Augusta,
Bangor Campus*

Gladys A. Gagnon currently has a 4.0 GPA at the University of Maine at Augusta, where she is majoring in Criminal Justice. Gladys, thirty-six, also works forty hours a week at Lincoln Pulp and Paper Company, is a mother to two teenage children, and helps her husband run a small business in their home-town. Gladys' mother and father completed sixth and eighth grade respectively before stopping school and entering the work force and family life. Gladys graduated from high school with honors in 1981, eighth in her class. She married her husband two months later. Gladys began taking college classes in a program offered through Lincoln Pulp and Paper. While in the program, she earned a certificate in Pulp and Paper Technology with a 3.79 GPA. By this time Gladys had realized her love of learning and wanted to pursue her "dream put on the shelf so very many years ago." Though she had taken college classes, she had little idea of how to pursue her education beyond the opportunities offered through her employer.

Gladys met Rebecca Robinson of the Maine Educational Opportunity Center (MEOC) in January 1999. She says that "the scariest piece of paper I have ever encountered was the financial aid form" and that Rebecca "took me through it one line at a time." Gladys states that she's used her TRIO counselor to "pat me on the back when things have gone well, hold my hand when I was apprehensive, and guide me through paperwork." Thanks to the help of MEOC, Gladys considers her transition to a student an "especially positive experience." Motivated by the support of special friends and family members, Gladys is eager to continue her education past the Baccalaureate level and into graduate school.

Rebecca Robinson says that Gladys Gagnon is one of the most "hard-working, cheerful, intelligent people I know. She is constantly seeking to improve herself and give to others at the same time." Gladys plans to earn a BS in Administration of Justice from the University of Maine at Augusta, and subsequently apply to law school. Thanks to the example she has set, Gladys' children "talk about their own college goals in a more insightful manner." According to Gladys, "My excitement for what lies ahead seems to rub off, and everyone is looking forward to our future."



MITSCHKA HARTLEY

Maine Educational Talent Search

***Cornell University,
Louisiana State University,
University of Maine***

At age twenty-nine, **Mitschka Hartley** is a few months short of completing his Ph.D. Prior educational experiences include earning a Bachelor's degree with honors from Cornell University and a Master's degree in Wildlife Science from Louisiana State University. Currently he works as an instructor at the University of Maine, where he is a doctoral candidate in Wildlife Ecology. Mitch received the RJR/Nabisco Scholarship in high school, which included a \$24,000 scholarship that enabled him to attend Cornell. Other honors and educational experiences include receiving the Outstanding Wildlife Student Award for New York State and being selected by the Swedish government to spend six weeks studying in Sweden in 1997. As a graduate student, Mitch spent four months teaching ecology and conservation in Central America, which he describes as "the most profound experience of my life."

Mitch grew up in a lower-middle class family, living with "a single, handicapped, unemployed parent." From a very young age, he was "very committed to going on to college, but also "worried about financial barriers" that seemed insurmountable. The Maine Educational Talent Search (METS) helped Mitch realize his dreams of a college education. METS provided Mitch with assistance filling out college applications, filing financial aid paperwork, and providing fee waivers for important prerequisite exams and applications. Mitch states that "My decision to go to college expanded my world views and experiences more than I ever imagined it would." METS provided Mitch with the assistance he needed to begin his college journey, and subsequently provided him with "opportunities beyond those that I had imagined ten years ago."

Mitch's future plans include post-doctoral study at Cornell University, and a career as a college professor. Mitch looks forward to enjoying a future of economic security for himself and his family. In addition to providing Mitch with bright economic future, METS has given him something equally precious. He says, "My education has enabled me to pursue my dreams: to study nature, to see the world, to meet many different people, and to make a difference in the things that matter most."



TRUNG TRONG HUYNH

University of Southern Maine Upward Bound

Bates College

Trung Trong Huynh is a twenty-one year old Vietnamese-American student at Bates College in Lewiston, Maine. In high school, Trung was a member of the National Honor Society and co-captain of the cross-country and track teams. He also was the top newspaper carrier and seller for the Portland Press Herald; in 1995 he won a new Dodge Neon in recognition of his efforts. At Bates, Trung is co-coordinator of the Sanghai Asia Club, a member of the Maine Campus Compact Leaders Program (an Americorps Education Award), and a Benjamin E. Mays Scholar. He is also his parent's "hope [to] be the first member of our family to graduate from a four year college."

Trung participated in the University of Southern Maine's Upward Bound program while enrolled at Portland High School. According to Trung, Upward Bound first showed him that "the opportunity of attending college" was within his reach and then "directed him toward it." A student enrolled in Upward Bound receives assistance with college and financial aid applications, participates in college tours, and receives constant support and educational encouragement from counselors. Trung benefited from all these services as he made plans to attend college after high school. Trung says Upward Bound "has opened my eyes to many opportunities and widened my view of the open world."

University of Southern Maine Upward Bound Counselor Johannah Burdin describes Trung as "an outstandingly smart, kind, and charismatic young man." Trung's current educational goal is to finish his Bachelor's degree in psychology at Bates. His future plans include working in social services or continuing his education at the graduate level.



MICHAEL MILBURY

University of Southern Maine Upward Bound

Bonny Eagle High School

Michael Milbury is a sixteen year-old high school junior enrolled at Bonny Eagle High School in Standish, Maine. He is currently enrolled in the only land rover high school certification class in Maine, through which he is earning his Land Rover Technician Certification. Mike is a current participant in the University of Southern Maine’s Upward Bound (UB) program. According to Mike, being involved in UB has “bettered my life scholastically and socially; I went from failing to a C+ average and [have] made many long lasting friendships.”

Mike says the “turning point” that motivated him to pursue higher education came when, through UB, he realized that there are “more opportunities” for his future than he ever thought possible. An essential part of UB’s mission is to work with students who are capable of academic success in college and help them emphasize the steps necessary to ensure a successful college enrollment. For Mike, this meant first of all focussing his attention on his studies at Bonny Eagle. Thanks to UB, Mike’s academic average has risen dramatically and he is looking forward to pursuing a Bachelor’s degree, and perhaps even graduate school. Mike is at present exploring his career options—law and mechanics are two disparate areas of interest—and preparing to apply for college next year, with the assistance of UB.

Mike’s future goals include securing a job he enjoys and achieving financial security. UB has opened Mike’s eyes to the advantages a college education can bring him; the program has been essential to his pursuing his academic goals. Without UB, it is doubtful whether Mike would be considering a postsecondary education. The support and encouragement UB provides has been essential to his college journey. According to Mike, “Everything I needed [has been] provided for me.”



KIMBERLY MORROW

Maine Educational Opportunity Center

University of Maine at Presque Isle

Kimberly Morrow is a forty-five-year-old single mother of a five-year-old daughter. She is majoring in Criminal Justice at the University of Maine at Presque Isle, where she is active in student organizations such as the Criminal Justice Club, which she is helping to organize. Kimberly is also involved in creating a domestic violence support group, which will provide an open forum for the campus and area community to discuss issues related to domestic violence. Kimberly

says her main goal for this group is “to educate students who may be in a relationship that could become violent so that they will be aware of the warning signs and take appropriate action,” as well as to “educate abusers and direct them towards campus programs.”

Kimberly began her college career with the assistance of the Maine Educational Opportunity Center (MEOC) in the summer of 1997. A community agency directed her to MEOC, where she found the help and support of MEOC Counselor Dena Winslow York invaluable in her journey toward college. With Dena’s assistance, Kimberly began taking classes at the Houlton Outreach Center of the University of Maine at Presque Isle. Kimberly has continued her education despite many personal obstacles, including an unforeseen semester withdrawal and a temporary relocation to another state. Regarding MEOC’s assistance with her education, Kimberly states that if not for the “kindness, friendship, and educational guidance” she received from Dena, she “would not be here continuing her education.”

Dena describes Kimberly as “a brilliant vivacious woman who always goes beyond what is expected of her” and states that “It’s been a real pleasure and inspiration to work with her!” Kimberly has become an educational role model in her family and community. She frequently brings friends and relatives to the Aroostook County office of the Maine Educational Opportunity Center so they can receive assistance in furthering their education. Kimberly’s daughter, Kathleen, is currently completing her high school diploma through a local adult education program; she plans to follow in her mother’s inspirational educational footsteps.



CHARLES T. SMITH

Maine Educational Opportunity Center

***University of Maine at Augusta,
Bangor Campus***

Charles T. Smith is a forty-eight year old Computer Information Systems major at the Bangor campus of the University of Maine at Augusta. Charlie spent 23 years working in a labor-intensive field before health problems forced him to leave his job. Soon after becoming unemployed, Charlie and his teenage son found themselves homeless and destitute, with no prospects for future employment. That is when Charlie met Jim Pike of the Maine Educational Opportunity Center (MEOC) and began to plan his college career.

Charlie states that MEOC “started me on the path to college.” MEOC typically offers clients assistance with financial aid and admissions paperwork; these were especially meaningful to Charlie, because his current situation was so desperate. Jim provided Charlie with assistance with each step of the college process, which included working with the social agencies that were assisting Charlie and his son. Charlie received his acceptance letter in the summer of 1999 and started classes in September 1999; he continues to receive support from MEOC as he pursues his college degree. Thanks to the intervention of MEOC, Charlie feels he is “excelling in the computer field” and is investigating the possibility of continuing his education beyond the Associate’s degree level.

Jim Pike feels that Charles Smith should serve as an example that people in desperate situations are capable of achieving outstanding success. Thanks to Charlie’s successful experiences in college, his sixteen year-old son has started making plans for attending college after high school.



LEE C. VAN DINE

Maine Educational Opportunity Center

University of Maine at Augusta, East Millinocket Site

Lee C. Van Dine is a forty-four-year-old native of Maine who graduated from high school in 1973 and moved away to explore the country. In the years following his high school graduation, Lee held a variety of “hard working jobs” all over the United States. After years of hard labor, Lee suffered several back injuries and was forced to face the fact that at age forty-two he was “no longer able to work.” At that point, Lee suffered a debilitating stroke that required months of rehabilitation for him to regain basic abilities. During those months, Lee had ample time to think about his situation. He decided that he “had to do something to feel good about my future and be able to support my family again.”

As soon as Lee was back on his feet, he met with Rebecca Robinson of the Maine Educational Opportunity Center (MEOC). Lee says that it was “with Rebecca’s help that I was able to get my goals and education on track. MEOC helped me get all the necessary paperwork completed, and also helped with getting the funding, such as Pell grants and school loans. Rebecca was also there to give very helpful advice on how to set my goals and school schedules.” Lee claims that MEOC’s investment in him is paying off: “My grades are good, and I enjoying the college experience and the variety of projects that come with it.”

Rebecca Robinson says, “Lee is an outstanding example of a person who triumphed over potentially devastating circumstances. I especially enjoy his sense of humor and his willingness to tackle any challenge. He’s been an inspiration to me, as I’m sure he will be to many others.” Lee is currently enrolled at the University of Maine at Augusta and attends classes through an ITV site in East Millinocket. He plans to earn a Bachelor’s degree and find work in the field of Medical Information Management. Lee states that “by getting this education, I will again be a productive member of our society and able to support my family. Now my future is starting to look much brighter. MEOC was literally the best stepping stone to my new future and life.”

SUSAN A. WHITE

Bowdoin College Upward Bound

Bowdoin College



Susan A. White is a twenty-three year old cum laude graduate of Bowdoin College. She is also an alumna of Bowdoin College's Upward Bound (UB) Program. Raised in a single parent household, Susan and her family immigrated to the United States when she was five. In recalling her childhood, Susan states that her family "often lived day-to-day." Barriers included her mother's struggles with the English language and "numerous financial hardships." This continual struggle for survival, coupled with a "fear of instability" helped Susan realize at a young age how critical education would be if she were to avoid "a life of poverty."

Susan claims that Upward Bound was "essential in providing me with the resources I needed to prevail through the college selection/application process." With the help of UB, Susan was able to explore the different options available and select an institution that most matched her educational and career goals. Susan claims that she knew "for most of my life" that she wanted to attend college, but that it was Upward Bound who helped her "turn my dream into reality."

Susan claims that "deciding to go to college was the best decision of my life." After serving as a Peace Corps volunteer in Morocco, she plans to attend law school and/or pursue a graduate degree in Public Policy. When asked how her decision to go to college will affect the rest of her life, Susan states that "I have grown both academically and personally, but more importantly, my education has paved the way for many other future opportunities. My parents are proud."