



Maine Educational Opportunity Association

Transition Manual

2013 – 2014

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Maine Educational Opportunity Association Organization Chart

Executive Committee

President
President-Elect
Past-President
Treasurer
Secretary
Conference Committee Chair



Standing Committees

Conference Committee
Nominations and Elections
Committee

Ad-Hoc Committees/Coordinators

Membership Coordinator
Alumni Committee
Hall of Flags Coordinator
Webmaster
Fair Share Coordinator
Development Committee
Government Relations Coordinator
Leadership Coordinator
Factbook Coordinator
Public Relations Coordinator

MEEOA

Position Descriptions

Executive Committee

President
President-Elect
Past-President
Treasurer
Secretary
Conference Committee Chair

Standing Committees

Conference Committee
Nominations and Elections Committee

Ad-Hoc Committees/Coordinators

Membership Coordinator
Alumni Committee
Hall of Flags Coordinator
Webmaster
Fair Share Coordinator
Development Committee
Government Relations Coordinator
Leadership Coordinator
Factbook Coordinator
Public Relations Coordinator

President

Position Summary:

The president is the chief elected officer of the Association and presides at all general meetings of the delegate assembly. The President is the chairperson of the Executive Committee and, with the advice and consent of the Executive Committee, appoints all chairpersons of standing and ad hoc committees. The President will be an ex-officio member of all committees, except nominations and elections. The President shall in no way be employed by the Association. Priorities include: COE issues, educating lawmakers, disseminating information about the Association, promoting membership involvement in committees, clarifying responsibility and accountability for committee chairs, and preparing the interim and annual reports to the membership.

Principal Responsibilities:

- Set dates and locations of Executive Committee orientation in September and eight (8) additional meetings.
- Facilitate Executive Committee orientation and meetings throughout the year.
- Preside at all general meetings of the Executive Committee.
- Conduct business meeting at Annual Conference.
- Attend NEOA Board meetings.
- Prepare state reports for NEOA Board meetings.
- Complete COE State Scorecard at the beginning and end of year.
- Respond to COE Action Alerts and activate E-mail/fax/phone and other communication systems.
- Disseminate information from COE and NEOA.
- Produce Annual Report for Annual Meeting and at end of year.
- Respond to member and association concerns.
- Call emergency meetings as needed.
- Carry out the mission of the organization; review and update the Strategic Plan.

Ceremonial Responsibilities:

- Attend COE Policy Seminar
- Attend State Conference
- Attend NEOA Conference

President–Elect

Position Summary:

The President-Elect serves with the same powers as the President in the event that the President becomes incapacitated or resigns. The President-elect serves as "President in training". The priorities of this office include chairing the Nominations and Elections committee. The Nominating Committee shall be responsible for ensuring a slate of candidates for the annual election. Additionally, obtain Alumni nominations from membership for Policy Seminar.

Principal Responsibilities:

- Attend Executive Committee orientation and meetings throughout the year.
- Serve on MEEOA Executive Committee and subcommittees as assigned by MEEOA President.
- Represent the president as needed.
- Assist president and committee chairs in achieving their goals.
- Plan for up-coming year's activities.
- Actively contribute to and participate in all Executive Committee activities/discussions.

Ceremonial Responsibilities:

- Attend COE Policy Seminar
- Attend State Conference
- Attend NEOA Conference

Past–President

Position Summary:

The main duty of the Past President is to serve as a resource for current Executive Committee members and function as the State Liaison for the association with NEOA.

Principal Responsibilities:

- Serve on the MEEOA Executive Committee and subcommittees as assigned by MEEOA President.
- Participate in Executive Committee orientation and meetings throughout the year.
- Attend NEOA board orientation and additional board meetings, serving as the state liaison.
- Follow-up on presidential goals and initiatives.
- Provide advice and guidance to current officers and chairs.
- Actively contribute to and participate in all Executive Committee activities/discussions.
- Serve as Nominations/Elections Chair.

Ceremonial Responsibilities:

- Attend State Conference
- Attend NEOA Conference

Treasurer

Position Summary:

The Treasurer is responsible for the receipt and expenditure of funds in accordance with the fiscal policies established by the MEEEOA Executive Committee. The Treasurer maintains appropriate and adequate financial records and is prepared, at any time, at the direction of the board, to surrender such records and monies to the Executive Committee or succeeding Treasurer. The Treasurer will submit reports as requested to the association, submit an audited report at the annual meeting, and shall be under such bond as may be determined by the MEEEOA Executive Committee.

Principal Responsibilities:

- Serve on the MEEEOA Executive Committee and subcommittees as assigned by MEEEOA President.
- Participate in Executive Committee orientation and meetings throughout the year.
- Carry out the fiscal activities of the Association according to the MEEEOA bylaws and fiscal policies manual.
- Pay bills of the organization in a timely fashion.
- Deposit income and coordinate deposits of the organization in a timely fashion.
- Account for all fiscal transactions.
- Assist president and event chairs with contract negotiations.
- Maintain accurate and detailed financial records.
- Provide records to auditor for annual financial review and tax preparation.
- Actively contribute to and participate in all Executive Committee activities/discussions.

Ceremonial Responsibilities:

- Attend State Conference
- Attend NEOA Conference

Secretary

Position Summary:

The position of secretary requires attendance at all Executive Committee meetings and State meetings and has the official recording responsibility. These minutes are typed during the meeting and then sent to the MEEOA Webmaster to be posted on the MEEOA website. At the next meeting, if any edits are needed, the secretary updates the minutes and resends them to the Webmaster to be updated on the website.

Principal Responsibilities:

- Participate in Executive Committee orientation and meetings throughout the year.
- Serve on MEEOA Executive Committee and subcommittees as assigned by MEEOA. President.
- Record accurate and detailed minutes of board meetings including attendance and Treasurer's report.
- Record accurate and detailed minutes of Annual business meeting.
- Type and send minutes of all board meetings to the MEEOA Webmaster.
- Actively contribute to and participate in all Executive Committee activities/discussions.

Ceremonial Responsibilities:

- Attend State Conference
- Attend NEOA Conference

Conference Committee Chair

Position Summary:

The MEEOA Conference Committee Chair (or Co-Chair) is responsible for most aspects related to the organization's annual conference. The chair selects and works with a committee of volunteers, assigns and monitors the work of the committee members, and provides reports and updates to the Executive Committee.

Principal Responsibilities:

- Participate in Executive Committee orientation
- Propose dates and location to Executive Committee, if not established prior to beginning the term as chair.
- Propose budget for Conference to Executive Committee.
- Invite MEEOA members and others to join the Conference Committee.
- Establish timeline and method for Committee meetings.
- Establish timeline for major Conference tasks.
- Develop a plan for securing community supports for the Conference.
- Communicate with Executive Committee and MEEOA members to ask for community supports.
- Coordinate with web master to post Conference-related information, registration forms, etc.
- Develop a plan to promote registration and workshop presentations, and collaborate with Development Committee to plan for financial supports.
- Coordinate with Membership chair to confirm eligibility for reduced registrations and to staff the registration table.
- Coordinate with Treasurer to confirm payments and to invoice, as necessary.
- Innovate, have fun, and enjoy the Conference.

Membership Coordinator

Position Summary:

Monthly responsibilities include: the active promotion of membership in the association; determining membership type and eligibility; making sure the names of eligible voters are recorded; monitoring and tallying votes during nomination and elections; and other duties as needed. Annual priorities include: increasing membership, disseminating membership data, and developing an effective membership dues collection system.

Principal Responsibilities:

- Participate in Executive Committee orientation and meetings throughout the year.
- Network with Maine's community partners in order to increase membership.
- Encourage membership and growth by identifying new members within the state.
- Update and maintain membership database and online directory via the website.
- Collect, track and record all payment from members and send to MEEOA treasurer.
- Create monthly reports and present them at MEEOA executive committee meetings.
- Administer membership surveys and membership renewal reminders.
- Assist with conference planning and participate in workshops and plenary sessions.
- Assist with the recruitment of individuals from various programs to take on leadership roles.
- Actively contribute to and participate in all Executive Committee activities/discussions.

Ceremonial Responsibilities:

- Attend State Conference

Alumni Committee Chair

Position Summary:

This is an ad hoc committee chair role whose annual priority is to encourage the development of TRIO Alumni Societies. The chair works with the National TRIO Alumnae Society Chair and state alumni bodies wherever possible.

Principal Responsibilities:

- Participate in Executive Committee orientation and meetings throughout the year.
- Develop, maintain and update the MEOA TRIO Alumni database, including TRIO program-like alumni.
- Establish and advise TRIO Alumni advisory board.
- Act as a resource for suggestions for alumni activities and events.
- Promote and encourage the development of TRIO Alumni in the state.
- Collaborate with conference committee for information tables and workshop(s) at conference and events as appropriate.
- Assist NEOA and COE TRIO Alumni Chair with implementation of goals.
- Actively participate in and contribute to all Executive Committee activities/ discussions.

Hall of Flags Chair

Position Summary:

The Hall of Flags position is responsible for coordinating the association's Hall of Flags event in March or April. The goal of the event is to increase recognition of the role of TRIO in Maine establish and maintain strong relationships with state legislators and civic leaders such that TRIO professionals may influence state policy and achieve greater legislative and fiscal support for increased college access.

Principal Responsibilities:

- Participate in Executive Committee orientation.
- Work with the Executive Committee to identify an appropriate date/time for the event (usually held in the morning from 8am-12noon on a Tuesday -Thursday when the legislature is in session in March).
- Work with executive committee to determine whether there are any special programs, recognitions or presentations to take place simultaneously.
- Contact the clerk's office of the Maine House of Representatives to reserve the Hall of Flags and follow-up with the signed contract and \$1000 refundable deposit.
- Order food & tables for the event and work with MEEEOA treasurer to ensure payment and documentation.
- Encourage TRIO programs to attend and connect with local legislators.
- Establish and schedule slots for House & Senate pages for the morning.
- Contact local media to promote PR of the event.
- Delegate photographer for the event.
- Report back to the executive committee regarding budget and success.
- Distribute photos and narrative of the event to media and to NEOA and COE.
- Collaborate with Development Committee to plan for financial supports, as necessary and appropriate.

Webmaster

Position Summary:

The responsibilities of this position include oversight and management of the MEEEOA website; interaction with committee chairs and support of major MEEEOA activities through development and promotion of website materials; and assistance in meeting technology needs for MEEEOA events and initiatives.

Principal Responsibilities:

- Provide schedule of when content for website should be delivered to all appropriate committee members or board members.
- Regularly update website.
- Assist board members and/or committee members with other technology resources as needed.
- Assist Conference Committee Chair(s) in meeting technology needs for the conference, including online registration.
- Assist Membership Committee Chair in maintaining online membership system.
- Update and prepare timeline/manual for future webmasters.

Fair Share Coordinator

Position Summary:

The Council for Opportunity in Education depends on institutional memberships, subscriptions, and personal contributions as its major source of operating revenue. Fair Share is the sharing of budgetary responsibility needed for the Council for Opportunity in Education to operate based on the relative number of TRIO projects in an area. Maine's Fair Share Coordinator works with NEOA's President-Elect to encourage MEEOA membership and Institutions to contribute annually to Fair Share.

Principal Responsibilities:

- Ensure MEEOA meets its COE Fair Share Goal
- Review COE Fair Share reports and maintain the confidentiality of donors
- Advise MEEOA board on progress toward goal
- Coordinate Fair Share Institutional Membership Asks & report contact information to NEOA president – elect
- Create giving opportunities at MEEOA functions
- Distribute 10 for 10 campaign materials electronically to membership
- Call membership to encourage giving
- Collect donations at events and send them to COE
- Coordinate Fair Share fundraising plans with Development Committee to avoid duplication of requests to sponsors.

Development Committee Chair

Position Summary:

The MEEOA Development Committee Chair is responsible for developing and implementing a plan to assure the organization's short- and long-term fiscal stability and sustainability. The chair selects and works with a committee of volunteers, assigns and monitors the work of the committee members, and provides reports and updates to the Executive Committee. Ideally, the Development Committee takes the burden of major fund raising off the other committee chairs, such as Conference Committee, and builds and nurtures long-term relationships and coordinates development activities.

Principal Responsibilities:

- Participate in Executive Committee orientation and meetings throughout the year.
- Assemble and chair a committee of members and others who are interested in development for the organization and who may have skills or community ties useful for development.
- Survey early in the fiscal year the Executive Committee members and other leaders in the organization to determine if they have fiscal needs that need support beyond what is budgeted for their activities.
- Develop, review and implement a short-term plan for fundraising and support that reflects the needs of the organization during the fiscal year in conjunction with committee chairs and leaders.
- Develop, review and implement a long-term plan for fundraising and support based on strategic and long-range goals of the organization.
- Develop and nurture long-term relationships with community supporters, especially on a year-to-year, ongoing, continual basis, so that the relationship with community supports is not lost.

MAINE EDUCATIONAL OPPORTUNITY ASSOCIATION CONSTITUTION

ARTICLE I. NAME

Section 1

The name of the organization shall be the Maine Educational Opportunity Association hereafter referred to as the Association.

ARTICLE II. PURPOSE

Section 1

The purpose of the Maine Educational Opportunity Association shall be to bring together those persons who are involved in programs that provide students access to secondary and postsecondary education. The Association will be particularly concerned about those students who, because of socio - economic status, ethnic background, restricted cultural - educational experiences, and/ or disabilities find themselves in a position of disadvantage with traditional students.

Section 2

The Association will focus on the following:

- a. coordinating efforts among other organizations and persons with similar concerns
- b. responding efficiently and meaningfully to issues affecting the educational resources and environment of nontraditional students;
- c. increasing the awareness of legislators, agencies, community groups, faculties and administrators about the educational and financial needs of low - income, minority, educationally disadvantaged and disabled students;
- d. d) promoting research, conferences, and activities that accomplish the purposes of the Association

ARTICLE III. MEMBERSHIP

Section 1

The membership shall consist of individuals interested in the purposes of the Maine Educational Opportunity Association.

- a) Professional membership is defined as those professionals who are committed to the purposes of the Association. Each active professional member is entitled to one vote and is eligible to hold office.
- b) Associate membership is defined as all other individuals, including students, paying dues as specified in the constitution. Associate members may not vote or hold office.

Section 2

A member shall be dropped from membership for nonpayment of dues or other just cause, as defined by the Executive Committee.

ARTICLE IV. OFFICERS

Section 1

The officers of the Association shall be President, President - Elect, Secretary, and Treasurer.

Section 2

The Executive Committee will consist of the officers, the immediate past-president, who will serve as the State Liaison to NEOA, and the Conference Chair. All Executive Committee members shall be Professional members of the Association.

Section 3

The Executive Committee should represent as nearly as possible the different MEEOA Programs and the geographic areas throughout the State.

Section 4

The term of office for all Executive Committee members shall be one year. There shall be no limit to the number of terms a person may be elected to the Executive Committee.

Section 5

If an officer or representative fails to fulfill the responsibilities of his or her office, the Executive Committee shall appoint a person to complete the unexpired term except in the case of the President and the President - Elect. If the President is unable to continue his or her term, the President - Elect will assume the Presidency immediately.

Section 6

In the event of the President — Elect's death, resignation or assumption of the Presidency, there will be two alternatives depending on the length of time remaining in the term of office.

a) If there are fewer than six months remaining in the term of the departing President, the President - Elect will complete that term as President. The Executive Committee shall share the responsibilities of the President-Elect.

b) If there are six or more months remaining in the term of office, the vacancy shall be filled by a special at - large election. In this case, the new President — Elect will fill the remainder of that term and then assume the Presidency in the normal order.

ARTICLE V. DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

Section 1

The President shall be chief executive officer of the Association, preside at all general meetings of the association, chair the Executive Committee, appoint all members of the committees subject to the confirmation of the Executive Committee, unless the method of selection is otherwise specified, and hold ex-officio membership on all committees. The President shall perform the duties customary to that office and such additional duties as directed by the Executive Committee.

Section 2

The President - Elect shall act in the place of the President at all association and Committee meetings when the President cannot attend.

Section 3

The Secretary shall perform the duties customary to the office and such additional duties as may be directed by the Executive Committee.

Section 4

The Treasurer shall represent the association in assuring that the receipts and expenditures of funds are in accordance with the directive of the association as defined by the Executive Committee. He or she shall submit a full financial report prior to or at the annual meeting and such interim reports as the Executive Committee may direct.

Section 5

The Past President will serve as State Liaison to NEOA when his or her term as President ends at the annual meeting of the association. The Past President will also serve as co- chair of the Nomination and Election Committee.

Nomination and Election of Officers.

a) The Executive Committee shall appoint a Nomination and Election Committee consisting of the Past President and Membership Chair, who will co-chair the Committee, and additional professional members at least two of whom aren't members of the Executive Committee. The Nomination and Election Committee shall poll the membership to encourage a broad base of nominations before establishing a slate to be presented to the annual Meeting (Art. IV, Sec. 3). The Nomination and Election Committee shall provide for nominations from the floor of the annual Meeting; each nomination shall be submitted in writing with three signatures of professional members supporting it. The Nomination Committee will present those people running for office a week prior to the annual meeting.

b) The Nomination and Election Committee shall conduct the election with secret ballots, unless the slate is uncontested, and tabulate the results at the annual Meeting; a majority vote shall determine the results. In the event that there is no annual meeting, or if there is no candidate identified for a particular office, this procedure shall be carried out by absentee ballot through the mail or electronically using either online voting or e-mail. In the event of a tie, the candidates who tie will face an immediate run-off vote.

c) Professional membership is defined as those professionals who are committed to the purposes of the Association. Each active professional member is entitled to one vote and is eligible to hold office.

ARTICLE VI. DUES

Section 1

Annual Association dues shall be established by the Executive Committee.

ARTICLE VII. MEETINGS

Section 1

An annual meeting shall be held at a time and place designated by the Executive Committee. At this time the membership will conduct the business of the association and elect officers. Special meetings may be called at the discretion of the Executive Committee. Notice of all meetings of the association shall be mailed to each member at least fifteen days prior to the meeting.

Section 2

The professional members present at an official business meeting of the Association shall constitute a quorum.

Section 3

Meetings of the Executive Committee shall be called at the discretion of the President or by a majority of the members of the Committee.

Section 4

A majority of the members of the Executive Committee shall constitute a quorum.

Section 5

The Executive Committee shall have the authority to carry on all business of the Association between meetings of the membership.

ARTICLE VIII. COMMITTEES

Section 1

There shall be two standing committees - the Nominations and Elections Committee (Art.V, Sect. 5, a+b) and the Conference Committee.

Section 2

The Conference Committee will be chaired by the Conference Chair (Art. V Sect. 2). The

Committee will consist of those regular members interested in working on the annual conference.

Section 3

Any other committees will be ad hoc and appointed by the President with the approval of the Executive Committee.

ARTICLE IX. FINANCES

Section 1

No part of the net earnings of the Association shall benefit any officer of the Association, or any private individual. Nor shall either be entitled to share in the distribution of any of the assets on dissolution of the Association.

Section 2

Reasonable compensation may be paid for services rendered to or for the Association effecting one or more of its purposes.

Section 3

Upon dissolution of the Association its assets shall be distributed exclusively to charitable, scientific, literary, educational and/or testing for public safety organizations as may be selected by a majority vote of the sustaining association membership.

ARTICLE X. Affiliation

Section 1

The association may affiliate with other organizations committed to similar purposes. The professional membership must approve such arrangements by a simple majority of those attending the Annual Meeting, when the Executive Committee has recommended affiliation and when all members have received a fifteen-day notice of the motion to affiliate.

Section 2

Affiliation under this article involves only a friendly, mutually helpful relationship and implies no loss of independence by the Association or the affiliate.

ARTICLE XI. AMENDMENTS TO THE CONSTITUTION

Section 1

A proposal for amendment, supported with the signatures of five professional members, shall be submitted in writing to the Executive Committee.

Section 2

The Secretary shall mail notices of proposed amendments to each member of the Association not less than fifteen and not more than thirty days before the next membership meeting. Two - thirds of the Professional members present at the membership meeting must approve the proposed amendment to effect its adoption.

Section 3

A similar procedure may be effected by mail if that is deemed necessary by the Executive Committee. Members must be notified at least fifteen days, but not more than thirty days, before the final count of the proposed amendment and of the procedure to vote. Two-thirds of the Professional members must approve the proposed amendment with a quorum of the total membership voting to effect its adoption.

ARTICLE XII. ADOPTION OF CONSTITUTION

Section 1

Upon approval of this constitution in the manner prescribed for amendments in Article XI, this constitution shall be effective until amended, or dissolution of the Association.

As amended, October 23, 2007

Revised 9/22/2010

Robert's Rules of Order for Beginners:

Call to Order

This occurs at the beginning of the meeting, once quorum has been attained. Quorum for GRC is at least 50% of all members, excluding the Speaker and any vacant positions. Quorum for General Meetings is fifty Active Members.

Motions

Business is resolved at meetings by voting on propositions put forward by members. Such propositions are called *motions*. Any person who is eligible to vote at a meeting may make a motion. Depending on the type of motion, another member is usually needed to *second* the motion. Motions are then debated and voted upon. **No member may speak more than once to any motion** (although the Speaker may choose not to enforce this rule if s/he deems it appropriate.) A member must raise his/her hand. A speaker's list is kept acknowledging individuals in the order in which they have raised their hands.

Amendments

A motion may be amended by a subsequent motion. If the mover and seconder of the original motion consent to the amendment, the amendment is deemed "friendly" and it does not require a seconder and is not subject to debate. If an amendment is not deemed friendly, it does require a seconder. Such a motion must then be debated and voted upon before the debate resumes on the original motion.

Motions which take Precedence

Normally, a motion cannot be made while another motion is being debated. There are, however, certain types of motions that take precedence over "normal" motions...

1. Motion to Amend (as above)
2. Motion to Table – This is a motion to defer further debate on the main motion until some future time. The motion requires a seconder and is debatable only as to the length of time that the main motion will remain tabled.
3. Motion to Refer – This is similar to a Motion to Table, except that instead of deferring a motion for a specific amount of time, it is deferred until advice can be sought from another body.
4. Motion to Call the Question – This is a motion to cease debate and proceed to the vote on the main motion. If there is an objection to the motion, the motion requires a seconder and must pass by a two-thirds vote. The motion is not debatable.
5. Motion to Reconsider – This is a motion to re-open debate on a motion that has already been voted upon earlier in the same meeting. This motion requires a seconder.
6. Motion to Adjourn – A motion to end the meeting. Requires a seconder and is not debatable.

Points

There are several special motions called “Points” that have priority over all other motions or discussion. Points are considered serious enough that a speaker may be interrupted by another individual who wished to make a Point. Points do not require a seconder.

1. **Point of Order** - An individual may raise on a point of order if they feel that business is proceeding incorrectly. The speaker must either agree or disagree with the point raised. An individual may also use this point if they do not understand the proceedings and/or wish to have a clarification made on a specific ruling.
2. **Point of Privilege** – Individuals may raise Points of Privilege if it is felt that their rights as members of the assembly have been violated. This Point can also be used if an individual is unable to participate in the discussion due to an inability to hear the speaker, because the room is too hot or cold, or because s/he is unclear on matters of procedure. **If you do not understand what is happening, you can interrupt the speaker and request clarification on a Point of Privilege.**
3. **Point of Information** - This point is the most misused one in the book. This Point is used to **ASK** for information that you feel is essential to your understanding of the debate. **It may not be used to give information.** The member may decide not to answer the question by refusing to yield the floor. Again, it is not in order to give someone information on a point of information.
4. **Challenge to the Speaker** – This Point is used when an individual disagrees with the Speaker’s ruling. The mover must state why he or she disagrees with the ruling. The Speaker may then give the reasoning behind the ruling. A vote is then taken to affirm the Speaker’s ruling.

Voting

Voting on motions normally requires a simple majority. Voting is normally done by a show of hands, however, anyone eligible to vote has the right to demand a vote by roll call. Voting by secret ballot normally occurs only when an election to fill a position is required, and the assembly does not desire to conduct the election by a show of hands.

To Ensure Smooth Discussion

- 1) **Raise your hand if you wish to speak.** The Speaker will take note and ask you to speak at the appropriate time.
- 2) **State your name and department before speaking to the topic at hand.**
- 3) **Speak to the topic or motion at hand!** If you wish to raise something not on the agenda, there are always the “Question Period” or “New Business” agenda items.
- 4) **If you wish to make a suggestion regarding the motion on the floor, form it in terms of an amendment.** Your amendment will need seconding, after which it will become the current item on the floor.
- 5) **Try not to repeat points other people have already made** unless you have something new to add to the point.

	<p>3. MEEOA will provide Professional Development funds for members of MEEOA. MEEOA will offer at least four (4) awards of up to \$125.00 each fiscal year. (P & T)</p>	<p>End of fiscal year</p>	<p>At least four (4) awards of \$125.00 awarded.</p>
	<p>4. MEEOA will support Professional Development opportunities in Maine by working with Community Partners as appropriate to increase professional development opportunities (NEOA Strategic Plan 2.3). (P, T & MC)</p>	<p>Annually</p>	<p>Collaboration with community partner.</p>

Priority 2: Effective Political Advocacy			
The MEEOA executive committee and membership will engage in effective political advocacy			
Position Responsible	Activities	Timeline	Measurable outcomes
President(P) Past President (PP) President-Elect (PE) Treasurer (T) Conference Committee (CC) Membership Chair (MC) Hall of Flags Coordinator (HF) Webmaster (W) Yearbook Coordinator (YC) Government Relations Coordinator (GC)	1. Participate in the COE Policy Seminar in Washington D.C. (P & GC)	Annually in March	Alumni and TRIO staff attendance and participation.
	2. Update the MEEOA web site and increase its capacity to be a source of information about TRIO, and educational opportunity as well as information about MEEOA. (P & W)	Annually, ongoing	Website is up to date and accurately reflects MEEOA activities.
	3. Sponsor public forums and events, which help educate public officials and political leaders about the need to increase opportunities for TRIO eligible students. (P, PP, HF & GC)	Annually, ongoing	Hall of Flags Information and requested action distributed to membership.
	4. Encourage and support Maine TRIO Day and work with individual programs so that there is broad participation by MEEOA membership. (P & GC)	Annually in February	Maine participation in TRIO Day.
	5. Develop a Political Advocacy packet to educate MEEOA members about the political process in Maine, and effective political advocacy. (GC)	Annually by February	Complete Fact Book and advocacy materials.
	6. Participate in NEOA board and NEOA state initiative grants and COE state initiatives. (P & PP)	Annually, ongoing	Completion of State Initiative grants and MEEOA member participation on NEOA Board.
	7. Teach effective grassroots political advocacy skills for working with Maine's Congressional Delegation and State Legislature. (CC, LC, & GC)	Annually , ongoing	Sessions provided during Annual conference and throughout the year.

Priority 3: Foster Leadership and participation within MEEOA			
Inform, educate and support leadership opportunities within MEEOA			
Position Responsible	Activities	Timeline	Measurable outcomes
President (P) Past President (PP) President-Elect (PE) Conference Committee (CC) Membership Chair (MC) Leadership Coordinator (LC) Nominations and Election Committee (NC)	1. Recruit diverse individuals from different programs and regions within the state to take on leadership roles within MEEOA and NEOA. (NC, PE, P, PP & MC)	Annually, ongoing	Full slate of nominations presented for election.
	2. Support individuals within the organization as they take on leadership roles in MEEOA and NEOA. (P, PP and LC)	Annually, ongoing	Participation in executive committee orientation session.
	3. Provide training and orientation for incoming executive committee and committee chairs. (P)	Annually in September	Orientation and training provided at September meeting.
	4. Update and maintain MEEOA's Leadership Transition manual (P & LC)	Annual, ongoing	Manual is up to date and accurately reflects MEEOA's executive committee and committee chair's responsibilities.
	5. Encourage TRIO staff members to participate in the Maine Emerging Leaders Institute (MELI) and/or the NEOA Leadership Institute. (NC, PE, P, PP & LC)	Annually, ongoing	Member participation in MELI and/or NEOA LI.
	6. Support program-specific meetings. (CC & P)	Annually, ongoing	Program-specific meetings held as needed.

Priority 4: Alumni Engagement			
Develop an active alumni network to foster alumni leadership and advocacy			
Position Responsible	Activities	Timeline	Measurable outcomes
Alumni Coordinator (AC) Government Relations Coordinator (GC) Webmaster (W) Conference Committee (CC)	1. Establish an alumni advisory committee. (AC)	Annually, ongoing	Active alumni advisor committee established consisting of five alumni.
	2. Establish, increase and maintain an alumni network and database. (AC, W & GC)	Annually, ongoing	Electronic database of alumni completed.
	3. Hold Alumni events at the state conference (CC & GC)	Annually in January	Nomination (s) of alumni for alumni award at annual conference.
	4. Publicize regional, state and national TRIO alumni events. (AC & GC)	Annually, ongoing	Publicity efforts included in reports at state meetings.

Priority 5: Develop and maintain a 501(c)(3) non-profit organization			
Enable MEEOA to function effectively			
Position Responsible	Activities	Timeline	Measurable outcomes
President (P) Treasurer (T) Board of Directors (BD)	1. Form a Board of Directors. (P)	June 2013	Full Board of Directors established.
	2. Develop a mission statement. (BD)	June 2013	Mission statement established.
	3. Develop record keeping and accounting systems. (BD)	June 2013	Record keeping policies and procedures established.
	4. File for 501(c)(3) status. (T)	June 2013	501 (c)(3) form completed and filed.
	5. File for Federal Employee Identification Number. (T)	June 2013	Federal Employee Identification Number form completed and filed.
	6. File for local and state tax exemption. (T)	June 2013	State tax exemption form completed and filed.

Priority 6: Ensure MEEOA's long-term sustainability through development			
Ensure that MEEOA develops and maintains linkages with community resources for long-term sustainability			
Position Responsible	Activities	Timeline	Measurable outcomes
President (P)	1. Establish a Development Committee. (P)	Annually, ongoing	Members are selected.
Treasurer (T)	2. Establish development goals for which the Development Committee has primary responsibility that reflect the short- and long-term needs and mission of the Association. (BD)	Annually	Goals are approved by Executive Committee and made available to membership for input.
Board of Directors (BD)			
Development Committee (DC)	3. Develop and nurture long-term relationships with outside supporters. (DC)	Annually, ongoing	Community support continues and grows. Key partners are invited to MEEOA activities and are recognized for their efforts.
	4. Develop a marketing plan that supports ongoing development and sustainability of the Association. (DC)	Annually, ongoing	A marketing plan is established that includes an array of tangible and virtual materials readily available and adaptable for making requests for community support.

Maine Educational Opportunity Association (MEEOA) Fiscal Policy Manual – Adopted February 4, 2011

1. Fiscal Year

The MEEOA Fiscal Year begins September 1 and ends August 31. Thus, association membership (individual and institutional) is from September 1 – August 30. All receipts and expenditures shall be posted to the Fiscal Year during which the Treasurer receives them.

2. BUDGET

Preparation of an Annual Budget

The Treasurer, in consultation with the President, shall prepare a preliminary budget for the next fiscal year and bring it to the Executive Committee for review and approval. The budget shall divide association income and expenditures related to different activities into separate budget categories as is necessary to meet obligations. The treasurer should present the finalized budget at the annual conference in October.

Basic Budget Items

The MEEOA budget is comprised of specific line items that represent committees, offices, activities, etc. that generally require the receipt or expenditure of MEEOA funds to function. It is not necessary to allocate funds to each line item in each year's budget.

Budget Modifications

As required by changes in the Association, financial position or priorities, budget modifications, may, from time to time, be recommended by the Treasurer and approved by the Executive Committee.

3. FINANCIAL REPORTS

Budgetary Reports

Reports of the current budgetary status of the Association will be prepared for each regularly scheduled Executive Committee meeting and distributed to the Executive Committee. The report shall include approved budgetary line item amounts, actual line item expenditures, encumbered line item expenditures and fiscal year to date spending. Reports should include any budgetary recommendations necessary to maintain a balanced budget.

Standard financial reports will be prepared for each regular scheduled meeting and distributed by the Treasurer to the Executive Committee of Directors. These reports shall include a listing of income and expenditures for reporting period in each cost center by sub-account together with the variance between budget and actual expense, year-to-date.

Reports to the Internal Revenue Service and State of Maine

Financial reports will be prepared by the Treasurer and submitted to the IRS as required by the reporting schedule of the IRS. The Treasurer will also renew MEEOA's incorporation as a non-profit organization with the Secretary of the State of Maine annually. The Treasurer's regular reports to the Executive Committee should include verification of the submission of these reports.

Inquiries Concerning Financial Reports

Executive Committee members and current and prospective funding agencies having questions concerning MEEOA's financial reports shall relay those questions to the Treasurer or President. The Treasurer and President shall review the questions, and prepare a reply. All inquiries must be responded to within 30 days of the inquiry date.

4. RECEIPT AND DISBURSEMENT OF FUNDS

Bank Accounts

Without the specific approval of the Executive Committee, individuals are not authorized to open a MEEOA bank account. No person shall open any bank account or use any existing account as a depository for MEEOA funds without the specific approval of the Executive Committee. All recommendations on banking options should be referred to and proposed by the Treasurer for approval.

Receipt of Funds

The receipt and disbursement of MEEOA funds is the responsibility of the Treasurer. The treasurer shall deposit monies received, or his/her designee in the account authorized by the Executive Committee. No expenditures shall be made from cash collections. Receipts must be written at the time of the transaction.

Custody and Safekeeping of Collections

The Treasurer shall collect funds and write receipts on behalf of the Association. The Treasurer may assign a designee to assist with this process. It is recommended that the designees be members of the Executive Committee. It is the responsibility of the Treasurer to reconcile all monies collected and receipted. If money is required to be held by Executive Committee members, reasonable care shall be taken to protect these funds.

Bad Checks

Checks are accepted by MEEOA subject to the maker's bank honoring demand for payment. If a check is not honored, it is the responsibility of the Treasurer to use all reasonable diligence to collect the amount due from the maker.

Disbursal of Funds

The Treasurer or President shall sign all checks drawn on MEEOA funds. If the Treasurer is unavailable or is unable to perform this function, the President may do so in his or her stead. No disbursement shall be made except on presentation of a written invoice, with original receipts attached, or to meet an on-going contractual obligation evidenced by written documentation.

Approval of Disbursements

Upon payment, the date of payment and check number shall also be affixed to the Expense Voucher/ Payment Verification form, and recorded in accounting software. The Treasurer will maintain appropriate back-up copies of all accounting software files.

Personal Orders

MEEOA shall not purchase any goods or services for the personal use of Executive Committee members, nor shall discounts on personal purchases be sought from MEEOA vendors for Executive Committee Members or staff.

Expenditure Limitations for All Accounts or Expenditures in Excess of Budget

At no time shall the Treasurer or his or her representative approve the disbursement of funds against a particular cost category which would cause expenditures on that sub-account to exceed 125% of the annual budgeted amount for that category without prior approval of the Executive Committee.

Advancements

Advancement of funds for supported functions shall be upon Executive Committee Approval.

Debit or Credit Card

The President and Treasurer shall use the MEEOA debit or credit card, at the discretion of the MEEOA Executive Committee, for the purpose of transacting MEEOA business. The Treasurer will maintain records for transactions using the MEEOA debit or credit card, and is directed to pay the bill on time monthly.

5. VENDORS

Definition of Vendor or Supplier

A vendor or supplier is defined as any company or person who provides goods or services to MEEOA. The term includes hotels or conference sites, printers, and caterers.

Selection of Vendors or Suppliers

Vendors shall be selected for their capability to serve the needs of MEEOA and its members in the most economical and efficient manner possible. Past performance and cooperation are important factors to be considered in the selection. MEEOA shall purchase from firms or organizations operated or owned by minorities and/or women to the extent that this is feasible.

Quotations

If the purchase in question exceeds \$1000.00, at least two written or verbal quotations shall be secured. In instances where only one vendor can supply the goods or services sought in a timely fashion or of a quality required, the Treasurer or requester shall provide written documentation as to the reasons a particular vendor is appropriate.

6. TRAVEL

The basic policy regarding travel expense reimbursement for the MEEOA Executive Committee and others acting on behalf of MEEOA is that the individual traveler should neither gain nor lose personal funds as a result of travel assignments. Thus, each traveler is reimbursed for all expenses incurred in connection with authorized travel on MEEOA business consistent to which it is charged. Individuals are strongly encouraged to obtain travel funds from alternative sources before submitting requests for reimbursements and to use the most economical mode of transportation. With few exceptions, the traveler must make all claims for travel reimbursement within 30 days. The Treasurer, in consultation with the President when needed, will approve payment for the traveler's expenses.

Air and Rail Travel

Domestic air and rail travel is reimbursed on the basis of the actual costs of transportation use by the traveler, but reimbursement shall not exceed the cost of coach airfare by the usually traveled route. Coach must be utilized on all occasions. Every effort must be made to secure the most cost effective prices for travel.

Earnings of bonus credit (frequent flyer points) for MEEOA personnel travel should be deemed as a reward and rendered to the traveler for time and service given to the Association.

Automobile Travel

When travel by private automobile is desirable to save time, transport equipment, or to reduce the cost for a number of persons traveling to the same destination together, reimbursement shall be made at the rate of .30 cents per mile on the basis of standard operating costs. No reimbursement shall be made for the cost of repairs for mechanical failure of the vehicle, whether they result from the traveler's act or the acts of others. Ferry, bridge, tunnel, toll-road and reasonable parking charges are allowed in addition to the mileage allowance.

In the event that more than one member travels on official business in the same vehicle, only the owner of the vehicle may claim reimbursement for mileage.

Other Transportation

Limousine service to and from airports and railroad stations plus reasonable gratuities shall be reimbursed to the extent that such service is not included in rail or airfares. Taxi fares, including gratuities, shall be reimbursed where public transportation or limousine service is not practical. This includes taxis between hotels and temporary place of duty. A receipt is required for reimbursement of any single taxi trip.

Lodging: Hotels and Motels

Authorized travelers/guests should use standard accommodations. It is anticipated that if a traveler is attending a meeting he/she shall stay at the hotel at which the meeting is held unless a lesser cost is obtained. All reasonable lodging expenses, related to the purpose for travel, shall be reimbursed when receipts are presented.

Meals

Expenses for meals for authorized travelers at restaurants shall be reimbursed when receipts for such meals are presented. Authorized association activities by committees, liaisons or task forces shall be reimbursed for reasonable meal costs.

Travel Advances

Cash advances in amounts anticipated to cover expenses of a trip are available upon request if submitted in a timely manner. When travel arrangements are complete, the person authorizing the travel must sign a travel advance form. No travel advance will be issued until every prior advance has been accounted for.

When travel has been completed, an expense voucher must be submitted with original receipts for either reimbursement for additional funds expected or to return unexpended funds

Miscellaneous Travel Expenses

Other expenses associated with normal travel that shall be reimbursed including the following: expenses associated with gratuities for meals, baggage handling and storage, clerical charges, locker and storage charges

to the extent that such gratuities do not exceed 20% of total meal or lodging costs.

Travel expenses not normally reimbursable include the following:

- Costs incurred by failure to cancel transportation or hotel reservations
- Fines for automobile violations or personal misconduct
- Lost or stolen tickets, cash, or property
- Travel accident insurance premiums
- Alcoholic beverages.
- Movies, spas, saunas, etc.
- Costs normally associated with attending the association Annual Conference that is reimbursable by other sources (travel, lodging, meals, etc.).
- Gifts or gratuities given to a host or hostess when a traveler stays with such a party in lieu of commercial lodging;

Restrictions on Travel Reimbursements

Receipts – Original receipts are required for lodging, registration, fees, rental cars, parking, phone calls, taxis and shuttles, and commercial travel. In addition, receipts must be obtained for all miscellaneous expense items. The Treasurer and President will handle lost or missing receipts on an individual basis in accordance with general accounting procedures.

Lodging – Reimbursement for lodging is limited to the single room rate. If more than one person occupies a room, the single-room rate must be noted on the receipts. If the total charge exceeds the single room rate, members occupying the same room must share equally the cost of the room. The receipt should show zero balance due or proof paid.

Reimbursement Claim – Upon return from an authorized trip, the traveler must file a “Travel Expense Reimbursement” form within the timeframe outlined by the Travel Administrator. The form must include the signature of the traveler. Original receipts of lodging, registration fees (if not prepaid), and parking charges are to be attached. If a personally owned vehicle is used, the form must include miles traveled. Travel within the destination city or vicinity travel for official business should be listed separately.

Travel Approved for Officers and Executive Committee Members

The President, President-Elect and Past-President may be advanced or reimbursed with Executive Committee approval for travel to the following:

- MEEOA Executive Committee meetings
- Policy Seminar and Leadership Conference

The Secretary, Treasurer and other Executive Committee members may be reimbursed for travel to the following:

- MEEOA Executive Committee of Directors’ meetings

7. CONSULTANTS

Definition of Consultants

A consultant is an individual who is engaged personally to give professional advice or services, for a fee, but not as an employee of MEEEOA. The term includes paid guest lectures and other paid guest speakers.

Approval Requirements

A written contract/letter shall be on file with the President and the appropriate committee chairperson. This contract/letter will include the individual's name, specific duties, title, time commitment, projected payment rate, and expense categories to be covered (i.e. travel, hotel, meals, etc.).

Other Services

All services obligated must have a written agreement between the person(s) who will perform the services and the person contracting the service. The Executive Committee must approve these services.

Documentation Standards

Charges for consulting payments must be supported in the MEEEOA records by an invoice from the consultant and a copy of the written report if appropriate.

8. CONTRACTS

The Executive Committee may authorize any officer or officers, agent or agents, to enter into a contract in the name of and on behalf of the Association. Such authorization may be general or confined to specific instruments. Contracts must be reviewed and signed by the Treasurer and/or President.

9. Conference Policies

The MEEEOA conference will be held annually. The target revenue for the conference is \$3500 - \$4000 or more. Selection of the conference venue must be in accordance with the fiscal policies presented in this document.

Refunds

MEEEOA will issue registration refunds for the Annual Conference, Workshops, etc. according to the following guidelines:

1. Full refunds will be made if the conference chairperson receives a written/faxed request at least 30 days prior to the first day of the event.
2. A refund of 50% will be made if the conference chairperson receives a written/faxed request less than 30 days and 7 or more days prior to the event.
3. No refund will be made for requests received less than 7 days prior to the event.
4. The Treasurer will process all refunds after the annual conference.
5. Refund statements shall be outlined in all registration materials.
6. Any special refund policy exceptions to be made due to severe weather (without prior warning) shall be established and approved by the Executive Committee. Therefore, any policy exception should be made as soon as notice is received of pending severe weather and prior to, if possible, the first day of the conference.

However, no refunds shall be made for any event if the Treasurer receives written/faxed request after the first day or event.

7. Special exceptions for lack of appropriate and timely notice due to severe illness or death shall be made on an individual basis.

What is TRIO?

TRIO is Educational Opportunity for Low-income and Disabled Americans

Our nation has asserted a commitment to providing educational opportunity for all Americans regardless of race, ethnic background or economic circumstance.

In support of this commitment, Congress established a series of programs to help low income Americans enter college, graduate and move on to participate more fully in America's economic and social life. These Programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO Programs (initially just three programs). While student financial aid programs help students overcome financial barriers to higher education, TRIO programs help students overcome class, social and cultural barriers to higher education.

Who is Served

As mandated by Congress, two-thirds of the students served must come from families with incomes under \$24,000, where neither parent graduated from college. Over 1,900 TRIO Programs currently serve nearly 700,000 low-income Americans between the ages of 11 and 27. Many programs serve students in grades six through 12. Thirty-nine percent of TRIO students are White, 36 percent are African-American, 16 percent are Hispanic, 5 percent are Native American and 4 percent are Asian-American. Sixteen thousand TRIO students are disabled.

Council for Opportunity in Education, or the Council (formerly NCEO)

The Council for Opportunity in Education is a 501(c)(3) non-profit organization, incorporated under the laws of the District of Columbia in 1981, which represents institutions of higher education, administrators, counselors and teachers who are committed to advancing equal educational opportunity and to promoting diversity in America's colleges and universities.

The Council's principal concern is sustaining and improving educational opportunity program services. The majority of educational opportunity programs are the federally funded TRIO programs, which currently operate in over 1,200 postsecondary institutions and more than 100 community agencies.

How to be an Advocate

Tips for Obtaining Media Coverage and Meeting with Your Member of Congress

New England Educational Opportunity Association

www.neoaonline.org

Eight Essential Rules for Delivering YOUR EDUCATIONAL OPPORTUNITY Message

Regardless of the situation you find yourself in, there are eight essential rules to effectively communicate your message. Keep these rules in mind whether you are speaking to a large group or even to one individual.

- 1 **Passion:** You have to speak with real passion if you want to grab and hold the attention of your audience. Believe in what you say and say it with great conviction. Remember, if you lack passion for your subject, how can you interest anyone else! (Think Charlie Desmond! Think Joan Becker!)
- 2 **Know Your Member and Staff Person:** Have a good idea of what kind of interest your particular member has in your issue. This is vital to making a good presentation. You can do everything else well, but if what you're saying is irrelevant to the member or staffer, you will **not** be effective. Be sure to demonstrate how the issue you represent affects them, their constituents, and their district and state.
- 3 **Know Your Topic:** Knowing the topic is similar to knowing your audience; you are there because of your passion and knowledge of your issue. Be sure to have your briefing materials studied, reviewed, and on hand during the meeting.
- 4 **Have A Clear Objective:** Know what you want. Meetings and interviews are often very short, maybe only 5-10 minutes. You need to make sure to get your message across right away. Before your meeting think of a few key phrases that amplify your message in a succinct and memorable manner. During the meeting you can find places to insert this important message clearly.
- 5 **Explain What's At Stake:** Spell out in very specific terms what you want to do and what will happen if it isn't done. Explain why TRIO and GEAR UP is important to them by demonstrating the alternative in strong terms. Use convincing facts and figures to support your position.
- 6 **Put a Human Face On It:** A great way to speak passionately is to give an example of how your issue has affected particular individuals, your students, how it will affect future students.
- 7 **Keep The Big Picture In Mind:** Knowing your issue is the first step, but to really connect with the audience, you must keep your topic in perspective with what is happening in the specific district and state your Member or staff person is from. Adding this perspective makes the topic current and critical. Give your listener that perspective and they are more likely to understand the importance of your message.
- 8 **Empower the Audience:** Give your member or staff person an opportunity to get on board and become involved in the cause. You've captivated them with your passion and shared your knowledge of the issue: now don't let them off the hook. Before you finish, make sure you have their buy-in. Give them a specific opportunity to commit to take some action to advance your goal and they will become a powerful advocate.

How to Develop a Media Strategy

- 1 **Begin by designating one person as the primary media contact.**
 - She/he will make and take media calls (that means being available by cell phone 24/7 and allowing your phone number to be included on press releases, media advisories, etc.), supply information in a timely fashion (based on media deadlines); and track and make copies of all media coverage you generate.
 - Although one person may be the designated media relations contact, seek assistance from anyone who has a personal or professional connection to a local reporter, editor or news director. You need the reporter or editor to pay attention to your pitch for a few minutes and those personal relationships may provide the openings you seek.
 - Be sure to forward the coverage you generate to NEOA.

2 Find PR Colleagues and Media Contact Lists

- Working with your institution's PR office is a courtesy that also makes sense. The institution's public relations office already has media names, addresses, phone, fax and e-mail lists it may be willing to share. The cooperative institutional PR person can be a tremendous ally. If you are holding an event, for example, the institutional PR person can tell you if there are other events that might upstage yours. The institutional PR person can advise you on logistics, help you get attention for your event or issues and help you reach out to your college president.
- Recognizing that cooperation is not always forthcoming, you can manage on your own if necessary. You will find most, if not all, of the media list information you need on the internet with a little persistence.
- To obtain a list of newspapers in your area, you can use a handy link offered by the Democratic National Committee:
 - <http://www.democrats.org/page/content/partybuilderLTE/>
 - Simply pop in your zip code and you will get a list of local and regional newspapers, and even some national ones.
 - Find internet links that will give you lists of radio and television stations in your area, using your zip code or by state. Remember, however, that many stations do not carry either news or talk shows and you should not waste time on them.
 - <http://www.radiocator.com/>
 - http://tv.zap2it.com/tveditorial/tve_main/1,1002,585||,00.html

3 Follow a few basic rules for media contact

- Make sure you have all the facts on hand – you will lose credibility in a heartbeat if you wing it and provide incorrect information to the media.
- If you want a reporter to focus on one or more individuals (such as current students or alumni) you must make sure those individuals are willing to participate in media coverage. If you are dealing with minors, make sure their parents are on board as well.
- Provide notice of your event or rally in advance and take care of media logistics (such as parking and directions).
- Learn and understand the deadlines reporters work under so you can be responsive and helpful. If you don't know the deadline, ask!
- Don't expect to see the story before it is published. When that happens it is a rare gift and you can be thankful.
- Be sure to find out when the story will run or air so you can monitor it for accuracy and share it with others.

Ways to Contact the Media

I E-mail media about TRIO issues

- Increasingly news reporters and editors and news directors are relying on e-mail. Whenever possible, try using e-mail to contact them first. That way, you don't disturb them when they are on deadlines and you can explain yourself fully (without being cut off).
You can always follow up with a phone call and/or a fax. Make sure you describe your event or story or proposed meeting as concisely as possible, with the most compelling facts first, and double-check spelling and grammar.

II Invite media to ATTEND your Event or Rally

- Give the media as much notice as possible. But expect them to forget.
- Follow up the day before with a polite reminder. If parking is a problem in your area, offer to facilitate it. If necessary, make sure reporters have fool-proof directions to your event.
- When you write to advise the media of the event, be sure to include:
 - Why the event is happening (e.g. to protest proposed federal budget cuts that would eliminate Upward Bound)

- Why that is important (e.g. X number of students would lose college access programs that have helped thousands attain education and success)
- Where and When the event will take place – date, time, location
- Who will be there (include list of prominent speakers)
- Be sure to include YOUR contact information
- Offer to arrange one-on-one interviews with students, alumni or prominent speakers if possible
- Consider yourself the media host and be on hand to greet reporters and give them any appropriate background information, answer questions, make interview connections.
- Monitor the media for coverage and forward to COE.

III **WRITE Letters to the Editor**

- The Golden Rule of letters to the editor is: keep it short (around 150 words). Most newspapers have word count limits on letters. Stay under them. Otherwise, the editor reserves the right to trim your letter and you may not like the way it is done.
- Stick to one main point. Throwing in too many ideas confuses the reader and dilutes your message. Keep your sentences simple and your words plain and sincere.
- Make sure you know whether your newspaper has already run a story about the impact of the proposed federal budget cuts. If so, begin the letter by referring to that story by title and date (see the two sample letters to the editor in the back of this section, published in the Los Angeles Times and the Boston Globe). If the newspaper has published a story on the topic the letters editor will be more motivated to run your letter.
- Find out how the letters editor prefers to receive letters – the person who answers the main phone will likely know, or you may find the information on the newspaper’s website. Be sure to sign your letter (if by mail or fax) and provide an address and phone number. The editor may call to verify your identity.
- Don’t plan on writing multiple letters yourself. Instead, encourage others to do so for diversity’s sake. And be sure to watch for the letters to be published.

IV **ATTEND Editorial meetings**

- Larger newspapers tend to have full-fledged editorial boards, and may well have an individual who specializes in the educational issues on which they opine. Smaller newspapers may have more informal and fluid teams of people who discuss/debate editorial positions, or may leave it to the editor alone.
- Start by finding out who determines the content of the editorials in the newspaper you are targeting. Then find out who meets with people to discuss editorial opinions, and who schedules such meetings.
- Keep your approach polite. When you call to try to set up a meeting, you might offer to send the editor or editorial board person some background material on the subject (e-mail works well for this) so that he or she can consider whether this is a topic worthy of face-to-face communication.
- It may be helpful to have a third-party, that is, someone who is not directly affected by the proposed cuts, be part of the discussion -- a community or business leader or educator not connected to TRIO. Make sure the people going into the meeting are well-prepared and can offer both statistics and anecdotes to bolster the case.

V **WRITE Editorial Page Opinion Columns (Op/eds)**

- Persuasive writing is challenging. You need to keep the reader interested from beginning to end, to be concise, clear and have a distinct point of view. These pieces are generally more effective if they come from respected third parties who do not depend on the programs, but anyone can submit one.
- Each piece you submit should, in some way, be unique. You should not expect to have multiple newspapers publish the exact same column. However, you can develop a standard format and then change some of the content to make it most relevant to the local community.
- It can help to have a topical hook, that is, something newsy the reader already knows about to draw him into your subject. Again, brevity is king. Try to keep it to 500 words, or find out the requirements at your target newspaper.

Sample Op-Ed

Upward Bound “At Risk”

Kudos to First Lady Laura Bush for highlighting the issue of at-risk youth. She is shining the spotlight on a serious problem in American education – the plight of boys (and girls) who are falling behind, failing and, ultimately, dropping out.

When they graduate from high school, boys are far less likely than girls to go to college. In the fall of 2002, there were about 6.2 million male undergraduate college students (43%), compared to 8.1 million female undergraduate students. (In contrast, in 1969, more than 58% of the college undergraduates were male).

Clearly somewhere between kindergarten and college, we need to do a better job with at-risk youth. As Mrs. Bush told National Public Radio on February 9th: “...all young children -- boys or girls -- and all adolescents do need a lot of support and a lot of nurturing from their parents and their teachers and the whole community.”

What about the adolescents who don't get enough support and nurturing? What if they live at or near the poverty level and their parents struggle just to put food on the table? What if none of their family members have been to college and they know little about higher education and even less about how to pay for it?

There are two federal programs addressing just that set of conditions for 40 years. Upward Bound and Talent Search help at-risk youth (boys and girls) prepare for, apply to, find financial aid for and enroll in college. No, they don't serve every student who needs help. But they have served millions of students since they were created in the 1960s.

I have met some of the students served by Upward Bound and Talent Search. They are astonishingly successful in the face of enormous obstacles (including poverty, language barriers, and even community indifference).

One young man, Robert, from rural Ohio, grew up with parents who couldn't work. He lived in three different homeless shelters and with two foster families. His two older brothers are high school drop-outs. By his own account, he was destined for a similar fate. Instead, he became involved with Upward Bound. Today he is a freshman on the dean's list at the University of Cincinnati, with a bright future ahead.

Now I'm sure you see the connection to Mrs. Bush's campaign on behalf of at-risk youth.

Who could be more at-risk than Robert? But what shocks me is that President Bush does not seem to share his wife's concern.

In fact, in his proposed 2006 federal budget, the President recommends eliminating both Upward Bound and Talent Search. Is the president unaware of his spouse's new at-risk youth initiative? Has he been too busy trying to sell social security reform to fully grasp the disconnect between his wife's laudable efforts and the termination of these programs?

I urge *(insert member of Congress here)* to consider the *(Roberts)* of this community. If you find a way to preserve Upward Bound and Talent Search you will be doing much more for at-risk youth than shining a spotlight. You will be ensuring that thousands and eventually millions of at-risk adolescents go on to college and have the opportunity for the success that follows

Sample E-mail

- The following is a sample e-mail that you are free to modify and make your own. Be sure to use a LOCAL example of a student or alum.

- 950 (whatever your real number is) low-income students in our community will lose their college access programs if proposed federal budget cuts are approved by Congress in the next few months.
- Upward Bound and/or Talent Search won't be available to help low-income first-generation students prepare for, apply to and find financial aid for college.
- We have many stories of people who owe their success in life, in part, to Upward Bound and Talent Search. And we have current students who can tell you what these life-altering programs mean to them.
- Jennifer James is now a freshman at Colorado College on the women's soccer team and planning to major in international relations. A few years ago, she was living in a foster home, never dreaming she could go to college or anywhere beyond her home town of XXX. Then her Spanish teacher told her about Upward Bound....
- For more information on Jennifer and others please contact me (your name and title here) at (phone, e-mail address)
- I will call you shortly to follow up.

Tips for Meeting with Your Member of Congress

1. Schedule the Meeting as Far in Advance as Possible.

Contact your Senator and/or Representative's scheduler by phone to request a meeting. (Call 202-224-3121 to be connected to their offices.) Clearly state the issue(s) you will be discussing and who will be participating in the meeting. You will probably be asked to send a faxed request. After sending the fax, follow up by phone to arrange a specific date and time for the meeting. If you are unable to get a face-to face meeting with the Member, do not turn down the opportunity to meet with a staff person. Staff members are very influential. You can also request a follow-up meeting with the Member when s/he is home in the state or district office.

2. Plan Ahead.

Be sure that everyone in your group is delivering the same message. Before your meeting, designate a lead spokesperson to start off the meeting, wrap up everything at the end, and ensure that the meeting stays focused. Think about what topics need to be covered, and designate someone to tell a personal story about how TRIO has impacted a low income student in need in your state/district, and to ask the Member for specific action (such as co-sponsoring an act or bill). COE staff will assist with the planning at your Legislative Briefing.

3. Do Your Homework.

COE staff will provide your group with materials on current issues impacting the TRIO programs, including information specific to TRIO programs in your state. Reviewing these materials in advance will help you determine how to best present your case for supporting legislation that will help children achieve college. Be prepared for arguments against what you are proposing (such as "it's too expensive.") Make sure you look into your Senator/Representative's track record on supporting similar issues. COE staff can direct you nonpartisan voter's guides that can give you a good sense of how s/he generally votes on issues affecting children.

4. Personalize the Issue.

Speak from your own personal experience. It is always compelling to tell specific stories about your own experiences or the experiences of people you know. Let your Member know how the issue at hand affects your family, neighbors, and other constituents. If you are advocating on behalf of a specific program, be sure to tell both success stories about real low income students who have been helped as well as providing information about waiting lists and other information about low income students still in need.

5. Present Your Case. Arrive in advance of your scheduled meeting time. Be confident, and remember that your Members of Congress are elected to serve you and they need to hear from their constituents, it's their job! A few things to keep in mind during the meeting are:

- Be specific about what you want your Member to do (such as restoring Upward Bound and Talent Search).
- If your Member asks questions that you don't have the answers to, simply say you will find out and get back to him/her right away.
- Stick to the time frame and stay focused on your message.

6. Follow Up, Follow Up, And Follow Up!

Promptly send a thank you note and any additional materials that were requested. Continue to keep your Member informed about developments in your community, as well as actions you would like him/her to take in Washington. Stay in touch with the staff person from your meeting: Staffers are critical to your advocacy success, and building a relationship with them will only help with your future advocacy for low income students.

How to Turn a Good Hill Visit into a Great Hill Visit

If you will be meeting with the staff of member of Congress, expect the meeting to last for 15 – 20 minutes. If your meeting is with the member him or herself, expect the meeting to be even shorter. Please do not take offense! They are usually very busy, and scheduling a meeting at all is generally a challenging undertaking. Make the most of your meeting by sharing the most important/relevant information, realizing that time passes quickly.

OTHER TIPS:

Give handouts/materials that reinforce your message. That way, when the staffer shares the information with the Member of Congress, it will be in your words, not theirs.

Research your Member's record on similar issues ahead of time. Thank him/her for actions s/he he has already taken to help low income students. COE staff has access up-to-date information that can help you do your homework in this area.

Make sure everyone participates. Designate roles ahead of time, including:

- A Team Leader who will briefly introduce the group and keep everyone on message.
- Someone who will describe the TRIO or GU programs and their accomplishments or talk briefly about your concerns about student achievement and goals relating to graduation and college attendance rates
- Someone who will ask the Member of Congress to sign on to the letter to the members of the Appropriations Committee
- Someone who will record their response and follow up with COE

Ask for something specific. Don't just say "Please support students," or "Please support TRIO." Keep in mind that what you ask for may depend on the committee on which the Member sits. In general, what we ask is that the Member sign on to the House or Senate appropriations letter.

Talk about a student you know. Congressional staffs are bombarded with reports, data, and information. Put a face on the issue by talking about a specific student you know who has been helped by the program you support or whose future hangs in the balance.

State Government Vocabulary

- *amendatory or conditional veto* - the power to send a bill back to the legislature with suggested changes.

- *casework* - taking care of constituents' problems; "errand-running" for particular individuals.
- *express powers* - powers which are directly specified in the Constitution.
- *federal* - a system in which the states and national government share responsibilities. When people talk about the federal government, they generally mean the national government, although the term often refers to the division of powers between the state and national governments.
- *formula grants* - grants given to anyone who meets certain guidelines (grants such as those for school lunches, airports or highways).
- *implied powers* - powers which are not explicitly stated in the constitution, but which are implied through the "necessary and proper" clause in Article I, Section 8.
- *inherent powers* - powers which the national government naturally has to represent the country in relations with other countries.
- *line-item veto* - the power of a governor to veto particular lines (items) in budget appropriations bills.
- *mandate* - a requirement set by the national government to force states to perform a particular action.
- *presiding officer* - one person who oversees the activities of a legislative house. A presiding officer can have either a major or minor leadership role in his or her house.
- *project grants* - grants given to those who make special requests for aid.
- *progressive tax* - a tax where people with higher incomes pay a higher percentage of taxable income in state taxes.
- *sunset legislation* - legislation that has a specific expiration or renewal date. Sunset legislation can be used in several situations.
 - It can be used to persuade legislators who do not strongly support a particular measure. When the legislation lasts only a set length of time, the "on the fence" legislators are more likely to vote for it because of its "temporary" nature.
 - Some issues change rapidly (e.g., technology-related issues), and therefore legislation pertaining to these issues must be updated periodically.
- *supermajority* - a vote which takes a quantity greater than the majority, usually 2/3 or 3/4, to pass.
- *term limit* - a limit on the number of consecutive terms an elected official can serve.
- *unfunded mandate* - when the federal government sets regulations for the states to follow and does not provide the states with funds to carry them out.

The Boundaries of Advocacy: For people affiliated with TRIO

- 1 Providing information (as opposed to advocating for a specific position) is not lobbying and is not prohibited. You can and should send information to your elected representatives on your TRIO program, students and graduates on a regular basis.
- 2 Continue to exercise those rights of free speech which are guaranteed to you as an American citizen by our Bill of Rights.
- 3 However, be careful not to use any federal funds to advocate on behalf of TRIO or any other government program.
- 4 You may write to your Senator or Representatives on your program's stationery—since the cost is very small.

- 5 If you are writing to encourage others to act on behalf of TRIO, you should not use program stationary. Many advocates have found it helpful to have organized groups (student groups, alumni, parent organizations) send letters encouraging action on behalf of TRIO. Their stationary should be printed with non-federal funds. Postage should also be paid for with non-federal funds.
- 6 You may encourage students and parents to write to a Member of Congress but do not make writing such a letter a mandatory assignment. Moreover, you cannot condition the receipt of services on an individual's participation in letter writing or other advocacy activity.
- 7 If your salary is wholly supported by federal funds, you should be certain not to engage in advocacy while you are being paid. Do so only on days for which you have requested leave, after regular working hours, during your lunch hour, etc. Institutional time sheets should reflect this allocation.
- 8 If you use a phone to contact an elected representative's Washington office, or send faxes to that office, be sure that those long-distance charges are not charged to your federal grant. Charge them to a personal phone or credit card or reimburse your institutional account for these charges.
- 9 You can make political contributions to friends of TRIO and other friends of education. Such contributions must come from your personal funds. Every contribution of \$100 or more should be by check.

Materials adapted from COE publications, Vote Smart.org, Sarah Morrell, and Reggie Jean

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Milestones of TRIO History, Part I

Milestones of TRIO History, Part I is the first in a series of TRIO History Short Papers that will trace the evolution of the TRIO Programs. This fascinating history details the stories and struggles that have made TRIO one of the most unique and successful educational opportunity programs in the United States. Part I discusses the initial creation of the TRIO Programs in 1964 through the regionalization of TRIO Programs on a national level.

— *by John Groutt*

This reprint is one of a series
of TRIO History Short Papers
commissioned by the
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Milestones of TRIO History, Part I

JOHN GROUTT

The history of TRIO is a fascinating story of unique Federal Government experiments to address the problems of poverty by providing educational opportunities in higher education.

Paralleling that story is the history of the professional educators who worked to become active participants in the design and survival of the TRIO programs. The *Milestones of TRIO History, Part I*, will review the initial creation of the TRIO Programs, beginning with TRIO Upward Bound in 1964, on through the regionalization of TRIO Programs nationally.

Milestones of TRIO History, Part I is the first in a continuing series of National TRIO Clearinghouse TRIO History Short Papers that will trace the development of TRIO Programs. The purpose of the History Short Papers is to provide an historical framework for the TRIO programs. These Short Papers will be available as reprints and archived in full text under *Publications* at the National TRIO Clearinghouse website at www.trioprogams.org/clearinghouse.

A Growing Awareness of Poverty

Until the mid 1960's the Federal government was only minimally involved in the education of America's youth. With the notable exceptions of the Morrill Land Grant Act of 1862 and the Serviceman's Readjustment Act of 1945 ("G.I. Bill"), education was considered the domain of state and local governments. However, during this period a new rationale developed to justify Federal involvement in education. Widespread, but hidden, poverty was suddenly recognized as a severe national problem. Michael Harrington's book, *The Other America: Poverty in the United States*,¹ and a lengthy article by Dwight McDonald in the *New Yorker* entitled "Our Invisible Poor"² alerted the public to this issue. These works helped form a national consensus that poverty was a serious problem, afflicting at least one-third of the population in a country that John Kenneth Galbraith had described a few years earlier as the "affluent society."³ It was now no longer possible to deny the extent and devastating effects of poverty to the nation.

The War on Poverty

In 1961, President Kennedy had appointed Walter Heller, a midwestern populist economist to serve as chairman of the Council of Economic Advisors. The President charged the Council to study the problem of poverty and make recommendations for action.⁴

Within a few days of Kennedy's assassination, President Lyndon Johnson summoned Heller to a meeting at which Heller described the plans being considered to combat poverty. Heller reported later that Johnson spontaneously replied, "That's my kind of program; I'll find the money for it one way or another."⁵ A month later, in his first State of the Union speech, the President declared "an unconditional war on poverty that...we cannot afford to lose." A few weeks later he appointed Sargent Shriver to head a Task Force on Poverty. Barely six weeks later, the Task Force had prepared legislation, in record time, to begin the attack that the Johnson administration declared would "forever eliminate poverty from the richest nation on earth."

One of the earliest volleys in that war was The Economic Opportunity Act of 1964 that established the Office of Economic Opportunity (OEO) to coordinate and administer the poverty programs. Sargent Shriver was appointed National Director.

One of the more interesting sections of that unusual law established a Demonstration and Research office to fund experimental programs. Shriver was eager to make the agency quickly visible throughout the country. To do so he established "national emphasis"



President Lyndon B. Johnson signs the Higher Education Act of 1965.

programs. A program for high school students called "Upward Bound" was one of the first demonstration programs to be developed. Its purpose was to identify secondary school students from low-income backgrounds who were underachieving, and to motivate and prepare them to pursue postsecondary education. Seventeen pilot projects began operation in the summer of 1965 serving 2,061 students.⁶

Stanley Salett deserves most of the credit for designing Upward Bound.⁷ A scholar and activist, he brought together ideas from experimental pre-college programs being funded by several colleges, the National Science Foundation, smaller foundations and the giant Rockefeller, Ford and Carnegie Foundations.⁸ The Upward Bound projects were filled with innovative educational ideas and teaching. Students, instructors and administrators at both the local and national levels were excited over the imaginative materials and methods being tried. Most of the adults involved as teachers and administrators were firm believers in a

crusade to eliminate poverty through education. They shared an acute sense of creating something new and exciting, and of challenging the system. One thing that stands out in discussions with persons involved in Upward Bound during its earliest years: *everyone, at all levels, describes it as the most exciting period of their professional life.*⁹

The first national Upward Bound Program was organized on two levels. A miniscule staff of two persons in the Office of Economic Opportunity (OEO) set policy. The actual program administration was done by a private contract agency that processed applications, monitored the programs and sent frequent site visitors to check on the programs that were situated in colleges and universities across the country. This arrangement lasted four years until Upward Bound was removed from OEO and transferred to the Office of Education (OE) at the insistence of Congresswoman Edith Green of Oregon.¹⁰

The beginnings of Talent Search, the second of the "TRIO" programs were

quite different.¹¹ James Moore, in OE, was responsible for administering the National Defense Student Loans to college students. Samuel Halperin, Assistant Commissioner for Legislation in OE, and also closely aligned with the Johnson White House, was given the assignment to draft educational legislation. These two men helped develop the bill that would become the Higher Education Act of 1965. As a part of that Act, a large amount of money would soon be appropriated to students in the form of new Educational Opportunity Grants (EOG). This was the *first time ever* that Federal scholarship monies would be distributed based on low-income status.

In the United States, a system of higher education had emerged that primarily served the children of the upper-income families. This educational elitism had been challenged over the years by several programs that progressively opened the doors of higher education to new populations. The GI Bill, passed in 1945, made it economically possible for World War II and the Korean War veterans to attend colleges and universities. The National Defense Education Act of 1958¹² opened the door a little wider by providing loans for higher education to financially needy students. However, with the exception of the Historically Black Colleges, collegiate education was limited almost exclusively to whites.¹³ The staff at the Office of Education (OE) reflected the same racial composition.

Moore and Halperin knew that very few low-income students participated in higher education. No one expected them to. Neither high school nor college personnel had experience working with diverse populations of youth in higher education. The two men saw that a large pot of money would go largely untouched due to lack of experience on the part of the students, high school counselors and colleges. Yet both knew there were large numbers of low-income potential college students who needed money if they were to enter and remain in college. They quickly inserted a few lines into the proposed bill. Section 408 of the Higher Education Act set up a new program, Contracts to Encourage the Full



Sargent Shriver, National Director for the Office of Economic Opportunity, left, and Dick Frost, first National Director of Upward Bound Program.

Utilization of Educational Talent (CEFUET, later called Talent Search), as a marketing tool and outreach effort to help disseminate information about the existence of the new money and how to access it.

The Higher Education Act of 1965 was the most inclusive and radical piece of Federal legislation affecting Higher Education ever passed, but it only included a mere 17 lines to describe and serve as a guide for the new marketing program for the Educational Opportunity Grants (EOG). These new CEFUET programs were to be administered from Washington in OE's Office of Student Financial Aid.

One of the early problems for Upward Bound, Talent Search and the new EOG funds was convincing many directors of these programs that this money was really meant to help poor youngsters prepare for or pay for college. Site visitors to programs in those early years frequently found that children of faculty, administrators' and well-to-do professional families were enrolled in the programs and receiving grants and services meant for the dis-

advantaged. In other schools it was not unusual for EOG monies to remain unawarded, because most colleges were simply not accustomed to enrolling and working with low-income students.¹⁴

These two pieces of the legislation, the Economic Opportunity Act of 1964 and the Higher Education Act of 1965, constitute the first TRIO milestones. Many of the ideas and practices they encompassed were truly revolutionary. Lyndon Johnson believed that he had a short window of opportunity to enact legislation, following the assassination of a popular President, to make dramatic moves in directions that had been blocked for years by Southern conservatives sitting in chairmanships of key congressional committees. He seized this occasion to swiftly draft legislation in areas in which he saw a national need and had a strong personal interest. Things moved so rapidly on the legislative front that most of the country, including the President, Congress and persons drafting the new laws, did not fully comprehend the ramifications of much that was included in the legisla-

tion.¹⁵ When the programs were implemented, many of the results took the country by surprise. The "maximum feasible participation" of the poor, included in Title II of the Economic Opportunity Act, occasioned the greatest conflict. It empowered persons at the grass roots level to effectively oppose the entrenched local political powers, especially the mayors and their long-standing patronage systems. It caused havoc within the Democratic Party and between local and federal officials.¹⁶

The Higher Education Amendments of 1968

The second "milestone" in TRIO history is the Higher Education Amendments of 1968. This Act transferred Upward Bound from Office of Economic Opportunity (OEO) to the Office of Education (OE) in the Department of Health, Education and Welfare where it joined Talent Search and a newly designed and funded program called Special Services for Disadvantaged Students (SSDS). The first "TRIO" of educational programs to help the disadvantaged enter college was in place.

In the late 1960s the population of economically poor and high-risk academic students entering the colleges was growing rapidly. Further pressures came from the requirement in the 1965 Higher Education Act that schools participating in the Educational Opportunity Grants (EOG) program must seek to identify and enroll students in financial need. Yet few had programs to help support and remediate academic deficiencies.¹⁷ Clearly such programs were needed to fill the gap between inadequately prepared students and the expectations of college outcomes. Outlines for such a program were designed and written into the 1968 Amendments. The first 121 Services for Disadvantaged Students (SSDS) programs were funded to begin in 1970 and they included a new category of student to be served, in addition to the economically disadvantaged included in the other two TRIO programs. A set-aside provision required that ten percent of this new program's funds be used for services for "physically disabled students."



Vice President Hubert Humphrey (far right) meeting with Upward Bound students.

This was the first time this particular population of students had been recognized for special consideration in an education law.

The transfer of Upward Bound was not a smooth process. The Office of Economic Opportunity (OEO) did not want to relinquish Upward Bound, one of its best-known, though maverick and at times controversial, success stories. The OEO and contract agency staff reacted to the transition with a passive-aggressive approach. Many in the Office of Education (OE) did not really want what they considered a program accustomed to too much freedom in OEO, and they were not entirely ready to incorporate the program into their existing management structure. Others in OE, more sympathetic to Upward Bound, opposed the transfer because they feared it would be far too restricted in its new agency. Also, key positions went unfilled in the OE for almost a year during the Presidential transition, with indecision on the part of the outgoing Johnson administration and an initial delay of the incoming Nixon administration in appointing key officials. Only a few of the persons working with Upward Bound in OEO or the contract agency transferred to the new structure in the Office of Education.¹⁸ Thus the first year of "TRIO" in the Office of

Education operated with considerable confusion and anxiety.

Regionalization of TRIO

When Richard Nixon was elected President in 1969 it was widely believed that he intended to wipe out OEO and its programs. Surprisingly he did not do this and his enduring legacy to the TRIO programs is one that could never have been predicted.

President Nixon believed government administration would be improved by decentralization. His administration directed that TRIO programs be administered from ten regional centers, not from Washington. The Congressional appropriations for the programs were divided among the regions, based on poverty populations in their area. Ten Regional Commissioners were given full authority to fund, defund, and administer programs in their area. Applications for grants were sent annually to the ten regional offices. There they were read and evaluated by a panel of readers appointed by the regional officials. The regional personnel made the final determination for program funding and the amount, with no appeal to Washington. Regional staff was the final judge and jury.

One Project Director describes what resulted as the "balkanization of TRIO." It encouraged widely varying subcultures to develop in the TRIO programs located in different parts of the country. Each of the ten Commissioners was allowed to define their own priorities and to fund TRIO programs accordingly. A reflection of this was what occurred when program personnel began to form professional associations. In 1972 the southwestern states of Texas, Oklahoma, Arizona, New Mexico, Louisiana and Arkansas formed a regional association, the Southwest Association of Student Assistance Programs (SWASAP) and adopted an agenda centered on the sharing of information and professional development. On the surface it was a quiet group, threatening no one. It was supported by the regional representative, Walter Mason and received the tacit blessing of officials in Washington.¹⁹

The midwestern region began to evolve differently. Peter Mousolite was the regional Commissioner in Region V, based in Chicago. He frequently likened himself to his ancestors in ancient Greece who believed strongly that the citizens should wield real political power. With the autonomy allowed him in regionalization, he could influence programs. The Chicago Region funded fewer, but larger TRIO projects and located them at strong universities and colleges with comparatively generous grants.²⁰

Mousolite urged his regional representative, Clark Chipman, to encourage project directors in the six states of Region V to begin thinking how they might organize *themselves* and work for improving the programs. First state associations, then a regional association emerged. Some of these professionals began to consider dealing *directly* with their elected representatives.

In November of 1974, three persons from the Midwest traveled to Washington, DC on what they called "a fact finding mission." Arnold Mitchem, recently elected president of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), the Region V association, Rozell Boyd, Director of Student



Upward Bound literature class at Princeton University. University Archives. Department of Rare Books and Special Collections. Princeton University Library.

Services at the University of Indiana and James Hamilton, Assistant Provost at Michigan State University made the trip to Washington. They traveled at their own expense, and this trip signaled the beginning of an ongoing dialog and relationship between TRIO professionals and Members of Congress and their staff.

Two very different visions of how the TRIO programs would interact with the Federal government were developing and beginning to conflict. Most of the higher officials in OE envisioned the administrative structure to be hierarchical, with OE placed at the pinnacle of the organizational chart. Little credence was given to the ideal of sharing power with the people who actually ran the programs. The directors working in the programs in the field, on the other hand, were beginning to question what they considered a patronizing point of view and to search for ways to restructure the relationship. They believed they too had legitimate insights that needed to be heard directly, on a level playing field, without the fear of retaliation.²¹ The

scene was set for a tumultuous period.

The genie was already out of the bottle by the time officials in Washington got wind of what was happening in Region V and tried frantically to stop it. Orders and calls went out to discontinue their meetings and directors were forbidden to travel to Washington to talk with Members of Congress. OE officials argued that they were the designated channels to the Congress. Direct contact with Members of Congress was contrary to the Hatch Act that forbade government employees to lobby. Because Peter Mousolite believed so strongly in true democracy, he worked to buffer the threats to persons organizing in his region, including the behind the scenes work of his Regional Representative. Chipman continued his quiet work and TRIO staff continued to organize themselves in the midwestern states and region. OE program officers working in several other regions were also lending quiet support to regional associations which were forming and becoming active in states under their supervision. Often this was done under

the cover of the "Regional Advisory Boards" which were encouraged by OE officials in Washington. The emphasis however from Washington was on advising, while the focus of many regional persons was turning to the political and the sharing of power.

The TRIO programs in region V had been well funded and were very strong, many in large universities that often added institutional financial support. This was not the case in all regions. In the Southeast, centered in Atlanta, federal dollars had been spread thinly over many programs in many poor colleges. The result was numerous small programs, weak from under-funding. The regional Commissioner in the Southeast appears to have had reservations about what his counterpart was doing in Chicago. He too appears to have been influenced by his regional atmosphere, and to have administered his region like a fiefdom where all were beholden to him for funding and continuation. Some Project Directors who lead the organizing in the regions administered from Atlanta and Kansas City found their projects defunded and themselves without a job.²² There was no appeal, because the "court of appeals" would have been OE in Washington. One could hardly expect sympathy from that quarter.

Clearly, these educational programs for the poor, designed under Lyndon Johnson, could no longer expect active support from the White House of Republican Richard Nixon. When program personnel looked for support within the governmental framework, the only place that seemed possible to turn was to the Congress. Fortunately for the programs, many key members of the Democratically controlled Congress, and their staff, welcomed this new contact with persons actually working in the programs. In spite of the objections from some of the OE bureaucrats, Members of Congress began to listen attentively to TRIO personnel from the field. Individual TRIO personnel came with their ideas on how the legislation might be changed to make the programs more effective. The situation on Capitol Hill was most accommodating to what was

occurring within the states and regions of the TRIO community.

Another force for change was the thousands of veterans returning from Vietnam. There was growing concern among legislators for their plight and the many readjustment problems they were facing. Education appeared as one possible solution. The Second Supplemental Appropriations Act of 1972 included \$5.8 million for a one-year "Talent Search/Upward Bound Program" to help returning Vietnam veterans enter college. Since almost none of the then current Upward Bound regulations were designed for adults, and the Veteran's Upward Bound was to last only one year, this program was initiated without any regulations. Thus a new "temporary" TRIO program began as a specialized adjunct to Upward Bound. It still continues, after so many years, to meet the unusual college preparatory needs of veterans in imaginative ways, and adding another program to the TRIO community.²³

In that same year the Education Amendments of 1972²⁴ added a fourth program to the "TRIO" programs, the Educational Opportunity Centers (EOC). Jacob Javits, Republican Senator from New York, and a member of the Senate Subcommittee on Education sponsored the fourth "TRIO" program. He was familiar with programs in his home state, located in areas of concentrated low-income families, designed to recruit and help disadvantaged persons enter college.²⁵ This new program appeared to many in the TRIO community to be very similar to an expanded Talent Search Program. It differed, in that the EOCs were allowed to serve all persons, of any age, interested in entering higher education who lived in an identified geographic area with a concentration of high poverty. Another major difference was that each of the EOC projects received a much greater level of funding than the Talent Search Programs to support their work with students. It provided a few additional services, but like Talent Search, its principal purpose was to provide help with college selection, financial aid, college applications, career counseling, and tutoring. Twelve EOCs began as pilot programs in 1974 with

funding of three million dollars to serve 30,000 students.

This concludes Part I of Milestones of TRIO History. Milestones of TRIO History, Part II, will be published in the Spring issue of Opportunity Outlook. Part II will follow the TRIO Professional movement to a national level, and the addition of new TRIO programs.

This paper is an outgrowth of a session with the same title presented at the Annual Conference of the Council for Opportunity in Education by John Groutt and David Johnson, Chicago, September 2001.

The National TRIO Clearinghouse, an Adjunct ERIC Clearinghouse on Educational Opportunity affiliated with the ERIC Higher Education Clearinghouse, collects and disseminates information, program materials, resources and research focused on TRIO programs and students. Housed in the Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education, the National TRIO Clearinghouse is funded by a grant from the U.S. Department of Education Federal TRIO Programs. For additional information, contact Andrea Reeve, Director, Educational Opportunity Clearinghouses, 1025 Vermont Avenue, NW, Suite 1020, Washington, DC 20005, Phone: 202-638-2887, email: clearinghouse@hqcoe.org, website: www.trioprograms.org/clearinghouse.

Notes

- 1 Michael Harrington, *The Other America: Poverty in the United States* (New York: Macmillan, 1962).
- 2 Dwight MacDonald, "Our Invisible Poor," *The New Yorker*, 19 January 1963, 38, No. 48, 82-132.
- 3 John Kenneth Galbraith, *The Affluent Society* (Boston: Houghton Mifflin, 1958).
- 4 Evidently it had been discussed in the last Cabinet meeting just prior to Kennedy's departure for Dallas. After that meeting, notes, which had been scrawled by the President, were gathered up. On one sheet was the word "poverty" written large and circled several times. The President's brother Bobby had the paper framed and it hung in his office until he too died from an assassin's bullet five years later. These ideas would provide the opening for a whole new series of Federal initiatives, part of which involved education.
- 5 Heller reports that he had a lengthy discussion with President Kennedy on November 19th about a poverty program. Since he had made a significant

staff commitment to it he wanted the President's guidance for further action. Walter Heller, *Oral History Interview* by David McComb, 20 February 1970. AC 83-9, 19-20, LBJ Library.

- 6 Greenleigh Associates, Inc. "History of Upward Bound," in *Upward Bound 1965-1969: A History and Synthesis of Data on the Program in the Office of Economic Opportunity* (New York: Greenleigh Associates, Inc., February 1970), 22-62.
- 7 Stephen Crawford Brock, "A Comparative Study of Federal Aid to Higher Education: The Higher Education Act of 1965 and Project Upward Bound" (Ph.D. thesis, Cornell University, 1968), 56 ff. Conversations between the author and Stanley Salett 8/30/00 and 11/14/00.
- 8 John Groutt, "The Rockefeller Programs for the Disadvantaged and Federal Educational Programs," Research Reports from the Rockefeller Archive Center (Fall 2002): 4 - 10.
- 9 This statement is based on the author's conversations with numerous persons who were intimately involved with Upward Bound and OEO in its first four years.
- 10 John Groutt and Calvin Hill, "Upward Bound: In the Beginning," *Opportunity Outlook: Journal of the Council for Opportunity in Education* (April 2001), 26-33.
- 11 John Groutt, "Just Who do You Think You Are?: An Historical Primer of the Educational Talent Search Program": paper presented at the annual conference of the Mid Eastern Association of Educational Opportunity Associations. (Ocean City, Maryland, May 2001).
- 12 This Act was passed in reaction to the Soviet Union's launch of Sputnik, the first artificial satellite sent into space. This event created a panic in the U.S., which feared the use of the satellite's technology for use with ballistic missiles capable of carrying nuclear weapons. One response was this legislation that included federal loans to college students.
- 13 In 1954, when Brown versus Board of Education ended de jure segregation in the public schools it did not end a racially exclusive, whites-only system of higher education in the south or the nearly all-white systems of higher education in the north. Historically Black Colleges were producing more than 90 percent of all black baccalaureates. Testimony of Dr. Henry Ponder, at the Hearing before the Subcommittee on Select Education of the Committee on Education and the Workforce, House of Representatives, held in Oklahoma City, 23 April 2001.

Bowen and Bok extract data for twenty-eight majority white academically selective institutions from a study entitled "College and Beyond." In 1951, the range of black students entering the nineteen "College and Beyond" schools, for which adequate records are available, ranged from zero at four schools, to a high of three percent at Oberlin (a school which had worked to attract black students since 1835). The overall average of entering black students for the schools was 0.8 percent. By the mid-1960s the numbers remained small, estimated by one scholar to be only one percent of the enrollment of selective New England colleges.

William C. Bowen and Derek Bok, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions* (Princeton, New Jersey: Princeton University Press, 1996), 4-5.

In 1963, in connection with a Princeton effort to design and offer pre-college preparatory summer programs for minorities, a dean noted, "in recent years increasing numbers of Negroes have been

coming to Princeton.⁷ In 1964 he estimated the total number of "Negroes" at Princeton at 20 (out of a total undergraduate enrolment of 3,166) and one to three graduates per year (with 755 baccalaureates awarded in 1964).

LCD (Leland DeVinney) interview notes from a meeting with John M. Knapp, Jeremiah Finch and Parker Coddington at Princeton University, 11 November 1963, folder 688, box 80, series 200, RC 1.2, Rockefeller Foundation Archives, RAC.

The number of total graduates was provided to the author in a personal communication from a Princeton University archivist.

Neither Tribal Colleges nor predominantly Hispanic Serving Colleges were yet functioning. Thus African Americans were the only significant minority group with institutions of higher education focused to address their particular educational needs.

14 This information is based on interviews with David Johnson, January 10, 2001, first Chief of the Branch administering the Talent Search Program, with John Rison Jones, May 16, 2000, who worked in both the contract agency administering Upward Bound in OEO and later in the Division of Special Student Services in the OE and ED, and on the author's personal knowledge of an Upward Bound Program which lost its funding in the late 1960s for adamantly refusing to certify the income eligibility of many of its participants.

15 Hearings on the Economic Opportunity Act in the House took place over twenty days with seventy-nine witnesses; seventy of them were in favor of the bill. Republicans complained, but were helpless to prevent it, due to their status as a minority in both houses. No one in either house or party appears to have understood the explosive potential contained in the concept contained in Title II, calling for "maximum feasible participation" of the poor.

John C. Donovan, *The Politics of Poverty*. (New York: Pegasus, Western Publishing Company, Inc., 1967), 33 ff.

16 Upward Bound was developed based on authorization contained in the Economic Opportunity Act of 1964, Title II-A, which establishes the Community Action Program (CAP). Initially Upward Bound was to function in close relationship with the local Community Action Agencies (CAA), and proposals were to be developed in coordination with, approved by, and funds channeled through the local CAA. In practice this appears to have functioned more in a token manner, unlike most other CAP programs. However, in deference to the concept of "maximum feasible participation of the poor", all Upward Bound projects were required to have three functioning advisory boards: Public Advisory Committee, Parent Advisory Board, Academic Advisory Group. On occasion these boards at a particular project could not agree, and OEO staff from

Washington had to act as moderators. The intense conflict between local government officials and some other CAP programs never occurred between the Upward Bound Projects and local politicians. Sar A. Levitan, "Fighting Poverty with a Sheepskin" in *The Great Society's Poor Law* (Baltimore: The Johns Hopkins Press, 1969), 163 - 175.

Conversations between William Garrison and the author, 8/14/2000 and 5/18/01.

1970-71 *Upward Bound Guidelines: An Office of Education Program Administration Manual*, (Washington DC: U.S. Department of Health, Education, and Welfare, Office of Education, November 1969). John Rison Jones Collection, Box 8, LBJ Library.

17 Lawrence E. Cladieux and Thomas R. Wolanin, *Congress and the Colleges: The National Politics of Higher Education* (Lexington Books, D.C. Heath and Company: Lexington, Massachusetts, 1976), 19.

18 Greenleigh.

19 Walter Mason, the regional representative in the Southwest, was quietly encouraging regional professionals to begin to think about methods to influence policy. Other regional representatives were also quietly stirring the waters of political thought, although no overt political activities were initiated in these regions.

Conversations between the author and: Jo Conway, 6/28/02; Matthew Taylor, 5/28/02, William Garrison, 6/28/02.

20 Conversations between the author and Clark Chipman, 9/11/00, 10/19/00, 3/30/01.

21 This is based on conversations with numerous project directors as well as persons working in the Office of Education at the time these events were occurring.

22 This is based on interviews by the author with persons who were project directors in those regions at that time. One was a project director at one of the defunded programs, and many others contemporary with the events verify her story.

23 Jon Westby, *A History of the Veterans Upward Bound Program*. (Privately printed, January 1988). Sally Bendixen and Jon Westby, "A History of the Veterans Upward Bound Program," *NCEO Journal*, 5 (2) (Fall 1990): 16 - 19.

24 Cladieux and Wolanin characterize the omnibus Education Amendments of 1972 as a "basic charter" for higher education (223 ff.), and "the most significant higher education law since the land-grant college legislation of more than a century (earlier)." In that it signaled a basic shift in the role played by the federal government in education, they argue that it was an historical breakthrough comparable to the Social Security Act, Medicare and the civil rights laws of the 1960s (xi).

25 *Ibid.*, 94.



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