

## Where to call or write for more information....

### **Lewis Clark State College's Tutoring Program - p.2-9**

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### **South Seattle CC's Commuter Student Support-p. 9-15**

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### **Boise State University's Career Planning - p. 16-20** **Service Learning - p.21-25** **Peer Tutoring - p. 25-27**

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### **University of Idaho's Peer Review Program - p. 28-32**

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### **For Templates and Documents to Share:**

[www.its.uidaho.edu/bestpractices/](http://www.its.uidaho.edu/bestpractices/)

# Best Practices

TRIO  
Student Support  
Services &  
Upward Bound

**This booklet introduces new TRIO directors and program managers to model programs with a proven success record. For related information and templates see our web at <http://www.its.uidaho.edu/bestpractices/>**

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New directors of Federal Department of Education TRIO programs face a complex assortment of challenges to make their programs as effective and productive as possible. Our goal is to support students in their efforts to enter fulfilling careers that can meet and even exceed their economic hopes. This involves preparing students for the complexities and rigors of college or university studies.

This brochure and web are initiatives of the UI/NASP TRIO Training Program for New Directors and shares some best practices currently in action.

Each one offers an overview including:

- Ways the program is succeeding (success indicators);
- How a program is implemented (strategies);
- Profile of a TRIO student who benefits from the program
- Name and contact information for program leader, so new directors know whom to call if you have questions

This information is only a start. Because the training program is associated with the Northwest Association of Special Programs (NASP), we start with TRIO programs based in the Northwest. Featured are a special room for commuter students at South Seattle Community College in Washington. From Idaho come Pre-College Upward Bound Programs at Boise State University that offer peer tutoring, service learning (volunteering), and career exploring. Lewis-Clark State College shares details of a successful drop-in tutoring program. And NASP offers new directors a Peer Monitoring Program to help new directors make sure they are in compliance, and aware of best practices. In subsequent publications we will profile programs in other regions, so if you know of a program you believe is worth sharing, I would like to hear from you and expand our series of case studies.

My special thanks and congratulations to leaders and participants of the model programs presented on these pages. To new directors, I hope these stories will encourage you. Your feedback is welcome.

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### Background

It's no secret that college students in TRIO programs often need support to help build confidence and enable them to succeed as they begin and continue through college or university programs. A 1998 monograph by Lana D. Muraskin, published by the National TRIO Clearinghouse, and titled, *A Structured Freshman Year for At-Risk Students*, highlights Lewis-Clark State College's Learning Community model which boasts a retention rate of 84%, compared to 76% campus-wide. This statistic is more remarkable because the SSS learning communities target "at risk" students.

Three 25-member "Learning Communities," comprised of Student Support Services (SSS) students, take their four freshman core classes together and share a fifth three-credit SSS study skills course, for a total of some 100 hours spent together during the freshman year. The Study Skills class provides advising, writing skill development, study skills linked to course content, computer and test-taking skills and other support as needed. This model, predictably, succeeds in creating a very strong network of peers.

In addition, LCSC's SSS program runs a drop-in tutoring lab every weekday. The following description of this program shows why students



**LCSC Tutors include**, from left, Michael Shively, Linda Gallaher(math specialist), Gay Lewis, Jerome Fox, Barbara Collier, Margie McLaughlin and Bonita Shuey. Combined they bring 19 years experience to this drop-in lab

value it as a key support to their college success. New directors are welcome to use any part of this program as a template for their own.

#### The Challenge?

#### Tutoring at a "Drop In" Lab

Lewis-Clark State College is a century-old four-year college located in an idyllic park-like campus between the Clearwater and Snake Rivers of explorer Lewis & Clark Expedition fame in northern Idaho. Of the 3,100 students, most are commuters, and 80% of those are eligible for SSS programs.

Federal government funds support about 135 students, but the program usually stretches to accommodate up to 150, with more than 100 others waitlisted. To be included, students fill out an application to determine eligibility (first generation, low income, or students with disabilities). Then students must show an interest by having at least 10 contact hours with SSS programs (advising, mentoring, classes, workshops, career exploration, or tutoring components).

The current tutoring program was developed to fit the needs of the

students better and to provide structure and sanity for the tutor coordinator. "We first tried a tutoring

program by appointment," says the program's retention specialist Margie McLaughlin, who has run the program for the past nine years. "But we didn't have a suitable place for students and tutors to meet, and we

suffered so much confusion over no-shows and misunderstandings. 'I'm here, Where's the tutor? or Where's the student?'"

Now LCSC runs a dedicated lab, open weekdays 8 to 5. The size of a standard classroom, it has large windows with plants and posters to make the environment inviting. Five computers with Internet connections and a printer line one wall; tables lined with chairs to accommodate up to 30 or 40 students at one time fill the room. Bulletin boards post times when tutors will be present, as well as other school information of interest to students. Coffee or tea brews as the students wish. Often they also bring snacks to share.

Tutors spend four to 20 hours a

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*"Two tutors are specialists, the others are program veterans who know what it's like..."*

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week in the lab, and are available for drop-in individual tutoring. Two tutors are specialists with degrees; the others are program veterans of one or more years, who earned at least a "B" in all core topics; many upper division tutors have specialties such as math, physics, Spanish, chemistry and anatomy/physiology.

The following sections include program details and tips about what makes this program so successful.

#### How the lab works?

*"It's theirs"*

The study lab doubles as home away from home where students come whether they need a tutor or whether they simply want to sit among people they know as they complete homework assignments.

Students sign in and out and write names of tutors they plan to meet with and on what subject, all an aid to record keeping.

"I try to stay out of the lab," says McLaughlin, "so they—both the tutors and students—feel ownership, that it is their place. If I'm there, they are likely to come to me with problems, rather than work out their own solutions." Students take turns bringing coffee and treats to share. Talking is allowed, and if talking disturbs some students, they are encouraged to work it out among themselves.



*Margie McLaughlin looks for kind and bright tutors trained to listen and empathize*

"Sometimes this means going to another room for quiet," says McLaughlin. "But students like the freedom to discuss class issues if they need to. They don't want a 'no talking' policy like at the library.

"There's a real sense of community here," says McLaughlin. "We often help students through tears of frustration about school or home or work. These students have to make major sacrifices to be here. Some even collect cans to buy gas to get to campus. We primarily address academic issues, but sometimes students need to sort through other challenges which appear overwhelming

## 5 - Tutoring - Requires a Professional Attitude

to them.” For that reason all tutors can refer students to other services including instructors, health, counseling or career services, Student Life for advising, and the campus writing lab.

A number of students interviewed for this story said they doubted they would still be in college without the personal and academic support tutors provide.

### Tutor Selection: Kind, Bright, Good Listeners

Eleven tutors include both academic specialists and peer tutors, good SSS students who have made it through at least one semester, often with the help of the tutoring program. Academic tutoring is provided in core subjects including English, math and science. Tutors might also provide help with time management or study skills as well as guidance in learning how to navigate within the academic system, such as finding out what other resources are available.

“We use academic specialists whenever we can,” says Margie

McLaughlin, who screens and selects all tutors herself. She chooses individuals who are “good listeners and sensitive problem solvers.” In addition to high academic grades, applicants must provide a written

Degree Seeking Students At LCSC	Average GPA	% Retained
All Students	2.63	59.0%
All SSS Students	3.02	72.8%
All Freshmen	2.61	65.5%
All SSS Freshmen	2.87	82.9%
All Freshmen/Provisional	1.54	33.8%
All SSS Freshmen/Provisional	2.27	50.0%

recommendation from a professor who can attest to his or her skills in a topic.

The tutors in fall 2002 include:

- A math specialist with a master’s degree
- A science specialist who is a graduate student in microbiology at a nearby university and a former Americorps member.
- Nine peer tutors who are knowledgeable in core subjects and with individual strengths in math, science and writing.

### Tutor Training: Compassionate Facilitators

A six-hour workshop at the start of each semester focuses on patience, listening skills and being

## Tutoring - "Listening is Important" - 6

“sensitive problem solvers.” Focus includes guidelines in confidentiality, attendance and accountability (be there on schedule, etc.) “This position, in spite of the pay, requires a professional attitude that is separate from whatever personal relationships tutors share with others,” says McLaughlin. “Tutors represent our program on campus and cannot participate in criticism or personal comments; they also act as role models for our students so they must maintain high standards.”

McLaughlin’s training focuses less on “providing answers” and more on “helping students gain confidence that they can find answers.” What exactly does the student need to know? Guide the student back to the book to restate specifically what is required. She emphasizes the need to communicate with students in a “positive caring way.” Tutors learn to help students control their own learning by working through the task while the tutor listens and provides feedback. “Our learning philosophy is that the tutor’s goal is to act as a facilitator for the student who is

ultimately responsible for his or her own learning.

“In working with academic tasks, I try to increase awareness of the power they have as a facilitator. I emphasize the need for listening and assure them that if the student is talking about how to solve the academic task, learning is taking place. The facilitator can help students discover what the problem/task is and guide them as they work.”

“...if the student is talking about how to solve the...task, learning is taking place.”

Also at this first workshop each tutor is asked to prioritize characteristics they value when being tutored themselves. “As we share the list, we are always surprised to see how much we value human interaction as we help someone solve academic tasks.”

Tutors are asked to checkmark which of the following qualities are most important to them: Patience, Good listener, Positive outlook, Appropriate silence, Flexible Insight into student’s real needs, Caring, Knowledge of instructor and style, Knowledge of subject, Encouraging, Non-Judgmental, Organized, Aware of different learning styles, Respectful of students, Willing to learn, Accessible.

Subsequent training focuses on learning styles, study skills or other topics of general interest. Tutors and tutors-in-training also engage in role

## 7 - Tutoring - Evaluation & Certification

playing exercises to help prepare them to solve problems.

Examples: "Student comes to a math tutor and yells at her because he had the wrong answer on a test."

Or "Student comes in huffy and complains that the instructor is terrible."

Or "Student is trying to understand math and complains that it is too noisy to study."

Tutors are asked, in each case, to identify the problem and suggest solutions. "We have a lot of fun with this," says McLaughlin. "I don't have stock answers. It is important for the students to come up with the answers, to practice problem solving."

### Evaluation for Tutors, Tutoring Program

McLaughlin evaluates tutors once each semester. SSS students evaluate the entire program once or twice each year.

**Tutor Evaluation:** On the form with the qualities listed on page 6, tutors-in-training fill out answers to the three points listed next. Performance evaluation consists of a one-on-one meeting with Margie, examining progress each tutor made on points two and three below. They are:

1. My five strongest positive qualities are:
2. Qualities that I admire and would like to work on improving are: and
3. Strategies I can use to increase

my awareness and to implement changes are:

But tutor evaluation really goes on all the time. Anytime McLaughlin hears a compliment about a tutor and how the tutor has helped, she immediately shares

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*"This lab and the tutors have helped me get straight As"*

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this with the tutor. This positive reinforcement may be why the tutors seem so motivated and eager

to help fellow students.

#### **Program Evaluation:**

McLaughlin has worked with a series of program evaluation forms. Her latest one is deliberately brief and pointed. She aims to ask students in the lab to fill out the form at least once each semester.

Six questions include

- What lab services did you receive today? (study space, tests, books, peer support, tutor for (fill in blank) subject, computer.
- Did you find space to work?
- Was the atmosphere conducive to studying?
- Was help available?
- Did you use a tutor?
- Who was the tutor?

Space for comments ends the page. Here are sample comments from the lab's most recent

## Tutoring - One Student's Story...Dawn Frost - 8

"I wouldn't still be here for my sophomore year if it were not for Student Support Services and the tutoring program. It's as simple as that," says Dawn Frost, a sophomore nursing student at Lewis-Clark State College, and single mother of boys aged 7, 9 and 12. She daily commutes 90 miles roundtrip from Orofino to Lewiston.

The daughter of an Orofino, Idaho logger, Frost had been away from school for 18 years before enrolling at LCSC "in part, to be an example to my sons. But frankly, I was overwhelmed when I got here. I was awful in math. I was computer illiterate. I looked ahead at the costs, and couldn't see how I could meet all these challenges.

"I came unglued in Margie's (McLaughlin) office one of my first days here. Lots of tears. Margie is so kind and so calm. She said, 'Okay. We are going to do one thing at a time, and keep building.' She helped me sort it out."

Other crises came. There were more tears and frustration at not being able to

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*"Being here, my confidence has skyrocketed..."*

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get chemistry. Instead of going home after one distressing class, she went to the tutoring lab where, among students who are now friends, she learned they also didn't "get it." A special tutoring class was formed so chemistry students meet regularly, one hour three times a week with Susan Devlin, who fills in the gaps of understanding.

"It helps me to dissect it down and find the components," says Frost who estimates she spends eight to ten hours a week in the tutoring lab, about two hours of that time with tutors.

"When you are in a Learning Community and then you come often to the tutoring lab, you get to know the other students and their struggles. We are definitely a community, big time! You see the same people over and over. I need these people to help me make decisions, to give me advice and suggest options, to pat me on the back, to encourage me. I depend on them!"

Frost has worked with many of the tutors and finds them "really great." Now she is comfortable at the computer, and is conquering math and chemistry.

"Being here, my confidence has skyrocketed. I had no idea I'd feel this confident in myself. Will it take four years to get where I want to go? Six years? Whatever, it is okay. I accept that it is work. But the work will pay off."

"Student Support Services made me grow up and be responsible for my learning and my future. Yes, it's hard work, and will continue to be hard work. My new attitude is, I don't know how I'm going to do it. But I'm going to do it." And none of her tutor friends or peers doubt that for one minute.



## 9 - LCSC Tutoring & A Seattle Commuters' Room

evaluation:

"Very pleasant today. We just need to get a bed in here so I can just move right in. Seem to be here enough."

"A nice relaxing place. Thanks"

"I can't say enough about the math tutor. She is great!"

"...lab is a great place to come study and get help with homework. It's small, cozy, friendly, and always someone willing to help. This lab and the tutors have helped me get straight A's my first year of college. Thanks."

### CRLA Certification

In May, 2001, the LCSC tutoring program applied for and was granted CRLA certification. This application, which included a \$50 fee, required documentation of tutor training on items such as amount and modes of tutor training, amount of experience as well as hiring and evaluation processes. Now certified, benefits include recognition from a national body, and the ability to "certify" staff tutors who, with increasingly more hours of training, can earn progressively higher certifications—CRLA Regular, Advanced and Master Tutor certificates. Find details at [www.crla.net/](http://www.crla.net/). "Tutors can take that certification with them wherever they go," says McLaughlin, "which gives them an edge elsewhere." It's also an extra excuse for staff and student celebrations.

### Contact

**Margie McLaughlin** (see back cover)

## A Room for Commuter Students Eases Studies for South Seattle Community College TRIO Students

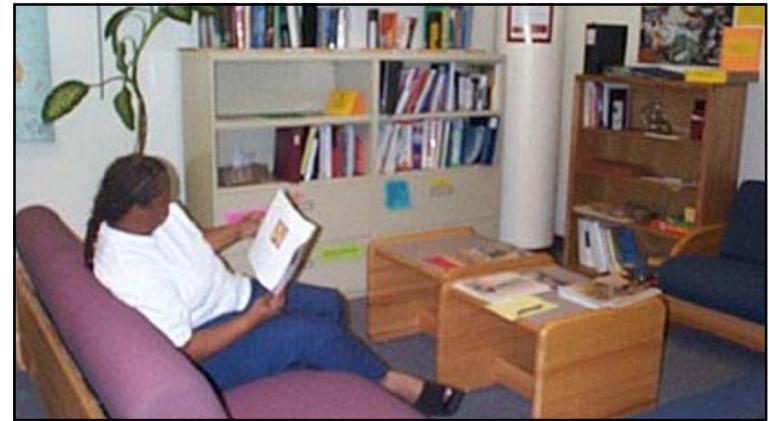
A campus "home" for commuter students at South Seattle Community College (SSCC). That's what SSCC's Student Success Services tutoring and advising program provides for the 185 students participating in their program at South Seattle Community College each year.

All students are commuters. A central place to do homework, find tutoring, solve personal problems and relax is a great boon.

Coordinated by SSS advisor/instructor Shash Woods, the Collaborative Learning and Instruction Center (CLIC), is open weekdays from 9 to 3, and the 730 square-foot classroom is equipped with the usual computers, printers, telephone, tables and chairs. But CLIC also offers two comfy couches where students, exhausted from night jobs, can catch 40 winks, or simply sit and browse books, magazines or newspapers. Students can also find current scholarship and transfer resources, thanks to program coordinator Sheryl Tuttle and advisor Marcia Kato.

Next door is a small quiet office with

## Home Base for South Seattle Students - 10



**Tobitha (Tabby) Anderson**, a sophomore studying Computer Technology, reads from comfy couch in a South Seattle Community College TRIO lab

a computer which students can use if they need more quiet than the big lab offers.

### Furnishings are Cheap: "We found them"

Providing such a room for SSS students doesn't have to be a big expense. At South Seattle CC, most of the extra furniture was "found" or inherited. "Our space used to be a computer lab for testing, so we inherited their furniture when they moved into a new space. The sofas we found in the hallway, and they are on loan from Student Life" says director Maureen Shadair. "The furniture used in CLIC demonstrates the collaborative relationships we've built with other departments too, which also strengthens our program."

### Snacks and a Place for Children

Tea is usually brewing, and there's a microwave for heating up homemade lunches. If single parents need to bring along a child for a few minutes while putting finishing touches on an assignment or printing an essay, the room is user friendly for them, too. Paper, coloring crayons, Tonka trucks, puzzles, books, and more provide sanctuary while mom or dad completes some work.

"Many of our students are single parents holding down day or night jobs," says Shadair. "So they really appreciate having a place where they can study, find help from staff tutors or advisors, and complete school projects away from laundry, bill collectors and other distractions at home. One stop for many needs. That's us."

## 11 - South Seattle's Liberal Admission Policy



*Balloons and child in festive robe are part of noonhour celebration of Lunar New Year. Such events help create friendships and sense of community for South Seattle commuting students*

### In an Area of High Unemployment, South Seattle CC's Liberal Admission Policy Offers Everyone a Chance

Bordering the city's industrial corridor, South Seattle Community College's service area includes one of Seattle's poorest areas, characterized by unemployment and underemployment; lack of affordable housing; lack of access to higher education; and a significant increase in the refugee and immigrant populations in recent years.

These factors have contributed to the economic and academic distress of students who live in this area and attend South Seattle Community College (SSCC).

As an open-door institution, SSCC admits students regardless of academic or personal history. It is thus

faced with tremendous challenges to provide appropriate and varied educational options and opportunities within its wide range of offerings, which include basic skills education, high technology training, and liberal studies programs that articulate with programs at universities.

### Student Success Services Established in 1990

As a specific response to the needs of its growing numbers of low income, first-generation college students in its service area, SSCC established Student Success Services (SSS) in 1990.

### Academic Workshops, College Tours Start Here

Beyond tutoring and daily business, special academic

## Workshops and Celebrations at SSCC - 12

workshops and social occasions designed to build a sense of community round out the "homey" feeling in CLIC.

All SSS students are welcome to enroll in a 3-credit College Success Course, which focuses on good study skills and other fundamentals to college success.

Faculty members help with midterm academic interventions for students facing special academic difficulties by sharing evaluations of student progress with SSS staff in person or in writing.

The Collaborative Learning and Instruction Center (CLIC) is staffed with tutors at all times. Students who want to work with a tutor place a flag on their table, and tutors join them on a first-request basis.

In addition to one-one tutoring the lab initiates math and English study groups (based on student demand), encourages student-to-student peer tutoring, and offers scholarship and transfer workshops.

It also hosts special events, on themes such as Immigration Rights and Fields of Opportunity—exploring careers with community mentors—and time management and study strategies and routines for students not enrolled in the 3-credit course. Students also appropriate the corners of CLIC space for Phi Theta Kappa meetings, collecting signatures to run for Student Senate and on-going service projects like clothing drives.

Since this is a two-year college, all students who continue on must transfer. Transfer field trips are scheduled to a half-dozen of the area colleges that students are most likely

to attend. Transfer advisor Marcia Kato arranges campus tours and meetings with campus leaders who can answer student questions.

### Social Activities Raise Awareness of Diverse Cultures

Director Shadair finds "our most successful services include cultural events, both on and off campus," which give the program's ethnically diverse students opportunities to celebrate each other's cultures and build a sense of community.

Fifty six percent of SSS participants are Asian-American, 23% African or African-American, 15% European-American students and 7% Hispanic.

Especially popular is each semester's International Foodfest where each student brings a potluck representing his/her traditions. This event is also shared with their school instructors, so students can get better acquainted with them in a social atmosphere.

Each February the Lunar New Year is celebrated, coordinated by SSS staff with Chinese, Vietnamese and Thai students.

Attendance is best when events are held over the noon hour, so students with busy schedules can combine lunch with social networking.

And students suggest which cultural events in the Seattle area they'd like to attend. Examples include going to Alvin Ailey Dance

## 13 - South Seattle Program Helps 1,519 Students

Theater or attending a lecture by Native American writer Sherman Alexie.

SSS Program Helped 1,519 Students since 1990; "Good Academic" Students - 95%!

Since Student Success Services was established in 1990, one of 700 federally funded TRIO programs designed to help students succeed in college, SSS has enrolled 1,519 participants.

And since 1993, the percentage of first generation, low-income, and multiracial students in SSS has increased significantly while the percentage of SSS students maintaining good academic standing has also increased.

The table on page 12 details that success.

### Other Resources to Share

Additional information from South Seattle Community College may help other TRIO staff developers. Thanks to Maureen Shadair and her staff for sharing these resources!

**College Course & Book:** HDC 101: College Success (3 credit class designed to help SSS students; credits are transferable)

uses the text *Making Your Mark*, (LDF Publishing, ISBN 0-9696427-6-8. ) It includes many practical sections on time management, study hints and shortcuts, and managing college life—all of which we cover in the HDC class and work on with students in the tutoring center.

**Video:** Effective in our College



**Maureen Shadair** directs SSCC's Student Success Services program

Success class is the video: *Skin Deep* (1999) which depicts college students discussing issues of race, racism and culture as a first step in acting to undo racism. It comes with a discussion guide and questions; \$19.95 from Amazon.com.

**Brochure:** We give students a

## Statistics and More Resources from SSCC - 14

Table 2: SSS Participant Progress / Source: SSS Database

SSCC Student Success Services	Category	1997-98	1998-99	1999-00
# of Participants	Funded to serve	175	175	175
Participants Served	Actual Served	176	177	175
Persistence Toward Graduation	Objective	55%	55%	55%
Persistence Toward Graduation	Actual	71%	80%	77%
Good Academic Standing (2.0 GPA or above)	Objective	75%	75%	75%
Good Academic Standing (2.0 GPA or above)	Actual	96.5%	96.40%	94%

colorful, practical brochure entitled: "Fight for Your rights: Take a Stand Against Discrimination," by MTV AOL Time Warner Foundation. For copies, call 1.866.365.1777.

**Subscriptions:** We keep in our learning center copies of *Black Issues in Higher Education*, *Colors*, and weekly community papers like *The Asian Weekly*.

We publish a quarterly newsletter that gives students information about events, resources, and scholarships .

**Work with other TRIO Programs:** We are fortunate to have good working relationships with the two other TRIO programs on campus, ETS and UB, as well as Student Life and The Office of Diversity and Retention. And we try to encourage student involvement and leadership with those offices.

**Contact Maureen Shadair** (see back cover).

## 15 - What does "Sue" Like Best? Everything

### South Seattle Community College Offers Start on Path to Become Dental Hygienist



**Sue Red** (alias), 34, gave up her career as a dental assistant when she became a wife and mom. "But I always was interested in going the next step and becoming a dental hygienist. I planned to enroll in school when my son entered kindergarten."

So when her 12-year marriage ended, she followed her college dreams sooner than expected. Sue learned about the SSS program when a staff member visited her math class to share information with students about this campus resource. "I knew it was for me."

"In the Student Success

Services program I have found personal help, academic support, and friendship." Luckier than some of her colleagues, Abby commutes only a mile from home. Still, she figures she averages five hours a day in the CLIC lab. Maybe an hour or two of that time will involve work with a tutor.

"Last year I spent about four hours a day with a tutor—because of math, which is not my forte."

### What does she like best?

"Everything. I rarely have to wait for a computer. Sometimes I have to bring my four-year-old son with me while finishing a quick project. He can rest on a couch, or play with toys. He loves the books, trucks, building blocks, and puzzles."

Sue maintains a 3.5 grade point average. And both staff and peers are now friends

Sue also has introduced friends to the program. "We help each other. This is really a network. One good friend in the program and I hang out together a lot."

## Career Planning at Boise State University - 16

It's hard for teen-agers to think about lifetime careers. BSU Upward Bound's Career Exploration program helps

**One of Julie Bú's challenges** in her academic-year Upward Bound program at Caldwell High School is helping her college-bound students think about careers.

Commuting 30 miles to Caldwell, a rural community with a significant Latino population, from Boise State University's TRIO office five days a week, Julie spends an hour a day in class with students who choose her Upward Bound course as one of their electives. That choice means they intend to attend college. Julie's role is to help them get there.

"In considering which college to aim for, it helps to know what you want to do," observes Bú. "It is hard to think what you want to do for a living when you haven't been exposed to a large number of careers." It is that dilemma that inspired her to design an assignment to explore possible careers.

Julie Bú believes this program would also work with college freshmen.

### Students Follow Six-Step Program to Explore Potential Careers

For school students, career planning can start as early as the 6th grade. Since Julie Bú works with Upward Bound students in grades 10 through 12 at Caldwell High School, she offers career help every other year. Her process follows six steps:

1. **Take a Test:** Students take the Harrington-O'Shea *Career Decision Making Questionnaire* from American Guidance System, a paper and



Upward Bound students at Caldwell High School learn something about career interests during Career Exploring project. Instructor Julie Bú is at right

## 17 - Six Steps for Career Exploring at BSU

pencil test that clusters a student's interests, values and abilities into key career areas. She uses Level 2 for her high-schoolers, but recommends Level 1 for younger students. The 12-page Level 2 booklet test takes about one hour to 90 minutes to complete and can be administered individually or in a group.

2. **Do You Agree?** The question each student must answer is: "Do you agree with the test results?" If students feel there is a disconnect between their interests and what shows up on the tests, the student takes the test again.
3. **Research:** Once students get test answers that resonate with them, they must explore in the library and via the internet at least three career options, locating salary information, a sense of how available jobs in this field are, and, finally, what colleges might be especially good for such a career. Sources include the U.S. Department of Labor.
4. **Interview Planned:** From the three careers, students pick their favorite, and must find a person in that career to either interview, or, even better, spend a day job shadowing. They can ask family, friends and teachers, or they can make cold calls to a company with employees in their job field. Students compose a list of questions to ask the person. The class brainstormed this part of the project together. Their list includes the following questions:
  - Do you like your job?
  - How many hours a week do you work?
  - What college did you go to?
  - Was it a good college for this profession? Why or why not?
  - Does your job allow you to balance work and family life?
  - Tell me something you don't like about your job.
  - What advice would you give to a young person considering entering this job?
5. **Interview Conducted:** A few Caldwell High students conducted live interviews. None of them were able to find someone to job shadow. Most of them conducted their interviews via email or telephone conversations. Students shared what they learned. One, interested in culinary arts, interviewed eight chefs, each with a different history of preparation. Another, interested in Marine Biology, an unlikely career

## Other Career Planning Opportunities at BSU - 18

for Idaho, interviewed a Biology teacher, a related field.

6. **Write a report:** Final step is to write a three page report about the entire process, focusing on what they learned. Find more instructions for the career exploring project at [www.its.uidaho.edu/bestpractices/](http://www.its.uidaho.edu/bestpractices/).

**Grading:** Students received 200 points towards their Upward Bound grade for this project including the following:

- Career Survey - 50 points
- Interview Questions - 50 points
- First Draft by due date - 40 points
- Final Draft - 60 points.

Instructor Julie Bú kept each student's questionnaire and paper in folders, as a reference in the year ahead.

**Lessons Learned:** Bú makes the following observations:

Of 34 students, she figures a third of them "really got a lot out of it." Her first go at this program was in the Fall of 2001, a "bad time, because people get so busy during the holiday season." She believes a better time will be February or later in the spring.

### Other BSU TRIO Career Opportunities

Julie Bú's Career Exploring assignment is one of several Boise State University TRIO program options to help students discover the right career for them.

Project director Sue Huizinga says her staff also:

- Takes 200 students to the Boise School District Career Fair each year.
- During their own career day, each of six staff members takes students to meet with at least two professionals including lawyers, doctors, dentists, school administrators and business people.
- Service Learning events (see page 21) provide opportunities for students to learn about jobs of staff members for whom they volunteer.
- Upward Bound and ETS summer internships give students paid experience in various jobs in their areas of interest.

### An Electronic Career Exploring Tool

BSU's TRIO programs have combined resources with the BSU Career Center to buy licenses for a tool that provides a questionnaire similar to the one listed under Other Resources below. Tests were underway at the time of our interviews. The program is called "eCIS" or electronic Career Information System. Note that the heart of the program is password protected. The BSU TRIO staff will provide TRIO students with a logon and

## 19 - Career Exploring Resources

password. Once inside, students find a wealth of information about occupations and educational opportunities including:

- **Occupation Sort:** To develop a list of career sources that are matched to your interests and abilities
- **National School Sort:** To help you discover the technical schools or two- or four-year colleges that meet your specific needs, with web links.
- **Financial Aid Sort:** To find scholarship money based on your criteria.

### Resources:

**The Career Decision-Making System questionnaire** by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., are available for \$2 to \$3 each from American Guidance Service, Inc., 4201 Woodland Road, Circle Pines, MN 55014-1796; 800.328.2560.

**Nampa School District Career Web:** called "Launching Pad," offers a variety of resources for parents and students headed towards "Grade 13."

[www.sd131.k12.id.us/career/launching\\_pad/](http://www.sd131.k12.id.us/career/launching_pad/).

## Career Planning: Two Students' Stories - 20

job?" The answer: "That people don't respect them. That part worries me."

So, will Saul study to become a police officer?

"I really haven't decided yet," says Rangel about his future. "But doing an exercise like this really opens your eyes. I'm really glad I did it. Now at least I am clear that I want to help people, whatever career I choose."

And Saul is getting prepared for whatever path

he follows. The junior is studying Spanish, Upward Bound, Principles of Marketing, Algebra 2, English 3 and U.S. History.

### Ashley's Story

"I want to dress up in a nice suit, and travel," says Ashley Cardona, 17, a vivacious Caldwell High senior honors student and member of Julie Bú's Upward Bound class for three years.

That was a start in her quest for career options. Or she wants to be an actress or a movie director.

Her Harrington-O'Shea questionnaire showed significant career clusters in both the arts and in business. "The arts part I knew about, but business surprised me," says Cardona. In her school library and on the internet she found that business careers, such as accounting, offered good salaries and lots of opportunities. "That sounded good."

### Next Challenge: Find Someone to Interview

Through a TRIO program executive Ashley connected with a high-level accountant in Boise to interview. After emailing her list of questions, she learned that he had to work long hours,

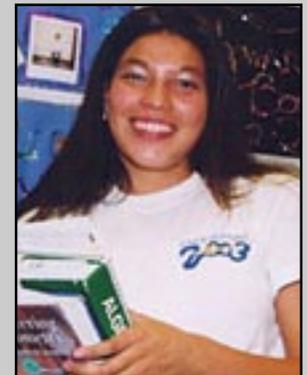
but still could find time to spend with his family. His college prepared him well for his career, and he

is pleased with his choice.

### Decisions will follow

Still, Cardona will keep her options open. "Business is my fallback career. But first I will try for the movie director option. It is the one that makes my heart race.

"I thought this exercise would be kind of boring," admits Cardona. "But I'm really glad I did it. It has helped me focus my thoughts about college and career, which, after all, is what this is all about."



*Ashley Cardona is exploring career choices ranging from business to movie directing*

### Two Students' Stories: "It gives you Ideas." "It opens your eyes"

**Saul's Career Exploring Story**  
Saul (say it Sa-ool) Rangel said he really didn't know what he wanted to do before Julie Bú's career exploration assignment in his Upward Bound class at Caldwell High School.

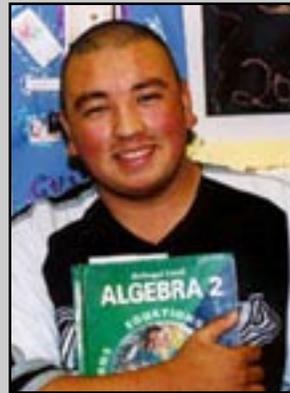
"One thing that seemed clear after filling in my questionnaire is that I want to help people. And that sounded right to me. That is what I want."

But how? Saul's investigations led him to the steps of the Caldwell Police station, a sort of cold call.

"The officer was really nice..."

Saul asked if he could interview an officer about how he liked his career. "The officer was really nice. He told me he works lots of hours, but he does get to spend enough time with his family.

"He said his job requires four years of college. I asked what college he



*"I found I really want to help people," says Saul Rangel of his career exploring adventure*

attended, and he said he is still in college."

I asked "what doesn't he like?"

Perhaps the stickiest question is "What don't you like about your

## 21 - Service Learning at Boise State University

### Volunteer Work, or “Service Learning” isn’t just “Nice to Do” but is Essential for Scholarships

Boise State University’s TRIO pre-college program students earned over half a million dollars in scholarships to help them enter postsecondary education in fall 2002.

Reasons are no doubt numerous, but at least one contributing factor is staff efforts to engage their students in service learning or volunteer work. (The staff avoids the term “Community Service” which carries a connotation of service required for legal infractions.) Service Learning involves learning about social and community issues while contributing to the betterment of society.

“Scholarships often require many hours of volunteer work in addition to high GPAs and test scores,” says

Upward Bound teacher Julie Bú. “Many of our students are doing well if they can put together 10 to 20 hours before it’s time to apply for scholarships. Still, every little bit helps their chances.”

#### Additional Benefits: Career Ideas, Even Jobs

“We find many more benefits than helping students win scholarships,” says Sue Huizinga, BSU TRIO Pre-College Programs Director. “Volunteering for various groups gives students a chance to meet people in professions that may end up influencing students when making career decisions. Also, some students have been offered

## Service Learning Helps Win Scholarships - 22

jobs based on relationships built while doing volunteer work.”

#### All TRIO Students have to do is Show Up

Intensive summer and Academic Year Upward Bound courses for pre-college age students in Boise State University’s TRIO programs include time for volunteer work.

“Since students, by program requirements, come from limited-income backgrounds, it is likely that they work a job when not in school,” says Sue Huizinga. “That means many of them have not had time for volunteer work.”

#### We make it Easy for Them

#### to Volunteer

BSU’s TRIO programs make it easy for their students to volunteer by:

- Locating opportunities throughout the Treasure Valley,
- Alerting students to times and dates,
- Providing transportation to and from volunteer events, and
- Providing them with service verification forms and certificates for time completed. (See templates at <http://www.its.uidaho.edu/bestpractices/>.)

Hoing, Painting, Helping Kids  
Volunteering so far includes helping at the Boise Rescue Mission, the

**BSU TRIO students turn out in numbers to support Boise women's fitness race**



Idaho Food Bank, the Friendship Feast, the Boise River Festival, Idaho Youth Wheelchair Sports Camp, and the Susan B. Komen Breast Cancer Foundation Race for the Cure.

Others have helped with Nampa's "Paint the Town," where volunteers paint homes of senior citizens who need help; planting and hoeing at the Idaho Food Bank's Silver Sage Community Garden, and helping with groups like Big Brothers/Big Sisters.

### Journal Reflection Questions

For each service activity, students are asked to take some time after the event to record the date, the activity, the number of hours volunteered, and some comments about it. Sample questions include:

- What did you do that was fun or satisfying?
- What was the best thing that happened to you at the service activity? Why was it the best?
- What was the hardest part of being at the service activity? Why?
- How does what you learned today apply to other situations?

### Templates from BSU Program are on the Web

Thanks to BSU's TRIO staff for sharing the following templates from the 2002 summer program for Upward Bound high-school age students. Recycle them for your purposes with the staff's blessings. Find them under "Service Learning/ Resources at [www.its.uidaho.edu/](http://www.its.uidaho.edu/)

### bestpractices/.

- **Rationale: Why Should I Volunteer?**
- **Options Checklist:** Students check service possibilities that interest them. BSU TRIO staff does the follow-up.
- **Verification:** Volunteering verification requires name of student, activity, date, hours volunteering and signature of adult verifying participation.
- **Application:** Boys and Girls Club volunteers and alumni fill out this sample application for volunteer activities.
- **Journal Questions:** Journal reflection questions help increase student awareness of what they learn and volunteering benefits.
- **Certificate:** Each TRIO student gets a certificate documenting hours of public service.

### Congressional Award

High School students who receive Congressional certificates and medallions, an honor that resonates on scholarship applications, are expected to spend "50% of your time" on Volunteer Public Service, 25% on personal development and 25% on physical fitness.

That program gives a high mark to aim for in volunteer service:

### Rosa Huitron, 19, of Caldwell,

Idaho, admits that at first it was "scary" to sign up to volunteer 30 hours at a wheel chair camp for youths in Boise. "I wasn't sure whether I could help, if someone in a wheelchair had a need. I hadn't been around people with physical challenges before."

Upward Bound assigned each student volunteer to a person with a disability. Rosa was assigned to assist 12-year-old Chris. Among other things, "we were taught how to move them from a wheel chair to a regular chair."

Rosa says that before this experience she didn't think people in wheel chairs could do much in the way of athletics. "I was surprised. We helped them play softball. Anyone who could bat the ball was given a prize. They didn't try to go around the bases. We also played with remote controlled racecars.

"One time Chris had the choice of swimming, or just hanging out. He chose to hang out, so we talked about what games he liked to play (he liked video games), and what movies, music and books he likes. I quickly realized Chris was just a regular person. It was great. It was really fun for me."

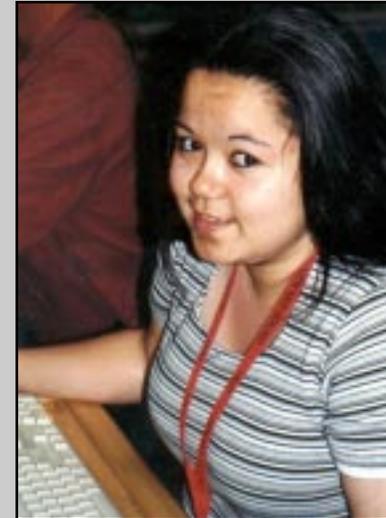
Rosa's other "service learning" includes working with homeless teenagers, and volunteering at a girls and boys club. She also volunteered at a race for breast cancer research, helping assemble gifts for cancer survivors, and cutting up oranges to refresh racers.

Rosa would "definitely" encourage other Upward Bound students to volunteer. "It's the right thing to do. And besides, it's fun, and you learn a lot."

Now majoring in early child development at BSU, Rosa thinks her volunteer experiences helped increase interest

her major. She finds college "easier than I thought," and credits Upward Bound with "helping me be well prepared." She also credits her own courage. "I always believed I could do it."

Rosa is also grateful for her experiences throughout the high school area Upward Bound programs. "I used to be very shy. But especially when I spent my first five weeks away from home, at BSU for summer school for UB students, I opened up a lot. Now I can talk to the UB staff freely about anything. And it's easier for me to speak up with my opinions and needs."



Certificates require 30 to 90 hours, while medal minimums in volunteer service are 100 hours for bronze up to 400 hours for gold. *Learn more at [www.congressionalaward.org/](http://www.congressionalaward.org/).*



**Sue Huizinga** is Boise State University's Director of TRIO programs

**Tia Short** helps organize the BSU TRIO Pre-College Service Learning program for Upward Bound students



**For More Information**  
Find more resources at [www.its.uidaho.edu/bestpractices/](http://www.its.uidaho.edu/bestpractices/)  
Or contact Sue Huizinga or Tia Short at addresses located for BSU on back of this brochure.

### Peer Tutoring for Students Reluctant to Contact Tutors They Don't Know

Boise State University's Pre-College TRIO Programs introduced peer tutoring for their students in recent years because they found high school students reluctant to call on help from tutors they didn't know.

"Peer tutors have the same teachers, they know the text books, often they already have a relationship with the student who could use some tutoring," says Julie Bú, Upward Bound teacher from BSU in the Caldwell High School, whose students are both tutors and students using tutors.

In addition, the tutoring provides income, "and offers better experience for pre-college students than, for example, slinging hamburgers," says Bú.

"It's one of those wonderful programs where everyone wins."

### Students must Tutor in the Presence of an Adult who can Verify how Time was Spent

Peer Tutoring is an official activity when Boise State University's leaders write grants to continue their pre-college Upward Bound and Educational Talent Search programs.

High achievers, students getting As and Bs, are invited to train as tutors for peers in subjects in which

they excel. They tend to be juniors and seniors. Their Upward Bound teachers, who share in managing the program, and who encourage students to enter the peer-tutoring program, also look for students skilled at interacting with other students, and are good communicators.

### Student Tutors Market Themselves

Students are paid \$6.69 an hour for tutoring, which must be in the presence of an adult who can verify how the time was spent. The verifying adult can be a librarian, staff member or parent.

Tutors can offer their services for any subject in which they excel. Student peer tutors are responsible for marketing themselves, either informally by word of mouth, or with posters. One tutor's poster reads: "Math, Science, English tutoring Tuesdays and Thursdays in the School Library, 3 to 4 p.m.; other times by appointment."

Also, the BSU TRIO leaders help by sending out to parents lists of tutors, their home phone numbers, the school they attend, and their best subjects for tutoring.

During summer Upward Bound intensive programs at BSU, tutors are available during daily study table times.

In all, 20 peer tutors serve BSU's pre-college TRIO programs at Caldwell, Homedale, Melba, Nampa, Notus, Parma, Vallivue and Wilder High Schools. Students average five to 10 hours a week for pay of \$33 to



**Julie Bú**, Caldwell High UB instructor, uses Peer Tutoring and Career Exploring programs

\$66 and something special to add to their resumes. In addition, they earn the satisfaction of helping peers, and of reinforcing their own learning.

### Evaluation: Grades and More

How do peer tutors know how they are doing? The biggest test is in improvement of grades for students they tutor, a key indicator. (See page 27). Peer tutors only exist in high schools with TRIO programs, so their local TRIO teachers/education specialists are involved in their students' progress. They monitor self-assessments peer tutors fill out indicating how they feel they are doing, and also citing any problems with which they need help. Peer tutors are always encouraged to call their teachers for advice or help.

### Articles, Templates, Resources

For more materials on peer tutoring, including training materials, see the Peer Tutoring section on the web: [www.its.uidaho.edu/bestpractices/](http://www.its.uidaho.edu/bestpractices/).

## 27 - Ashley and Mayda Share on Peer Tutoring

### Ashley's Story

**Ashley Cardona** likes the role of peer tutor because she likes the feeling of helping a student's grade improve."

One of her most dramatic tutoring experiences came with a friend and colleague in her Upward Bound program at Caldwell High School. Her friend had a D in math, and had one week to prepare for the next test. "We worked hard. I was so proud of her. She understood it and got a B."

The person she tutored was her friend, Mayda Murillo.

Ashley has been on both sides of the tutoring program. "I've been tutored in math and Algebra, and I have worked as a tutor with students who came behind me.

"We are taught that we should not do the problems for them, but we need to walk with them through the steps, and work with them until they get it. Don't give an answer, give an example."

Last semester Ashley tutored four students.

"I know how it feels to not get what you are supposed to learn in class. It's so frustrating," says Ashley. "I really like the opportunity to help my student friends 'get it.'"

"The pay is not important," believes Ashley. "Of course it is a benefit. But if someone asks for help I'd help them anyway, because it is a nice thing to do, not just because of the pay."



*Ashley, right, helped Mayda move from a D to a B in Algebra*

### Mayda's Story

Mayda Murillo, a senior at Caldwell High, was aiming for an "A," in her Algebra class and knew she needed help when her grade fell to a D. Was it embarrassing to ask a classmate for help?

"No. I knew Ashley and felt comfortable with her. She understood what I was talking about when I told her the problems I was having, because she had taken this same class, too."

Thanks to the tutoring program, Mayda got seven hours of one-on-one tutoring after school the week before the next test.

"That did it. I didn't get the A I wanted. But Ashley helped me understand some key concepts. And a B sure beats a D!"

"We still do our homework together, not the paid tutoring, but we still studying together."

## When Peers Review Your TRIO Programs - 28



*ETS Director, Isabel Bond (left) listens as Pat Clyde makes a point with peer monitors Lucretia Folks and Helen Trainor during University of Idaho ETS Peer Review*

### Peer Monitoring of TRIO Programs Helps Find Ways to Save Money; Ensures Compliance with Federal Regulations

Few things bring a greater dread to a TRIO program director than knowing an auditor is coming to review her/his federally funded program.

"It can be scary," affirms Pat Clyde, director of the Lewis-Clark State College TRIO Programs. "Federal regulations governing grants that support these programs are numerous and can be interpreted in various ways."

So partly to give program directors a less scary "dry run," and partly to help veteran program directors share "best practices" with newer directors, the Northwest Association of Special Programs (NASP) launched a peer review option.

#### Fewer Federal Reviews

Another reason NASP has trained peer monitors to perform

site-visits in Region X is in response to a drop in the number of visits conducted by the US Department of Education. NASP felt that the cut in site visits created a vacuum in which programs could be in danger of moving out of compliance, and thus lose funding.

During two-day reviews, two to four experienced program directors meet with campus TRIO staffs and even with top college administrators to review record keeping, budgets and programs.

"It's a great way to impress college administrators with the work we do, and it can be a valuable part of staff training," says Pat Clyde. "Also, we often are able to find ways to help program directors save money. In the process we all learn from each other about innovations and ways to streamline and improve our programs."

### Peer Reviews Follow Four Steps

Peer reviews of TRIO programs usually bring a team of two to four experienced program directors to campus for two days of meetings. These are steps involved:

**First:** Request a review with Scott Clyde, Chair, National Association of Special Programs Peer Review Committee and University of Idaho TRIO Training (see contact information on back page)

**Second:** Scott Clyde will call to discuss your specific requirements and some likely times to stage the review. He will follow up with a letter outlining what you need to prepare prior to the review. See forms at [www.its.uidaho.edu/peermonitoring/](http://www.its.uidaho.edu/peermonitoring/) and select *Materials* button.

**Third:** The review will be held at the scheduled time. See sample two-day agenda at the web URL above. You can expect to get suggestions and preliminary feedback during the review process.

**Finally:** Within a month after your review, the committee will present you with a written report on strengths of your program, and suggestions for improving.

### Who Pays for the Review?

Whenever possible and reasonable, costs of the peer review are offset by NASP, or by the project being reviewed. Host programs are asked to provide lunches and parking for monitors.

### Five Steps to Becoming a Peer Monitor

#### 1 - Request to be a Peer Monitor

Any TRIO project director or full time project administrator is eligible to become a peer-monitor. This assures that monitors have both experience and the authority to be away from the program to attend training and conduct site reviews. Alert Scott Clyde of your interest (back cover).

#### 2 - Participate in Training on Site Review Process

Candidates must participate in training sponsored by NASP. Although experience is necessary to conduct a site review valuable to the program being evaluated, it is not adequate. A thorough knowledge of the site review process is also necessary. This process is addressed in training.

#### 3 - Help Review Your Own Programs

The peer-monitoring candidate must participate in a site review of his/her own program. This experience impresses upon the candidate the perspective of the project staff undergoing a review. The process is designed to be instructive without being traumatic. Undergoing a site review lends

insight invaluable to the peer monitors.

#### 4 - Observe a Peer Review

The peer-monitoring candidate next must participate as an observer in a site review of one or more other projects. This requirement allows the peer monitor candidate the opportunity to see the process in action without having to isolate compliance issues including EDGAR, OMB, and Department of Education regulations.

The program being reviewed is not asked to cover the cost of someone participating as an observer. This observation is considered professional development, which makes it an allowable program cost for the person being trained.

#### 5 - Stay current with Training

In order to stay current, the peer-monitoring candidate must attend regularly scheduled training, usually held during NASP conferences and at a legislation/regulation federal training every other year. Apart from staying up-to-date on the rules and regulations governing TRIO programs, this allows peer monitors to address issues as a group, considering them from multiple perspectives.

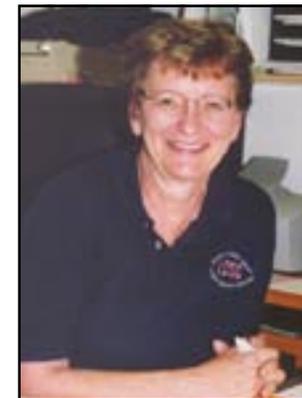
### Testimonials "The single most helpful process..."

You'll see Lucia Lorea's story from WSU (page 31). For more reviews, go to [www.its.uidaho.edu/peermonitoring/](http://www.its.uidaho.edu/peermonitoring/) and *Commendations* button.

Here's one: **Mary Parthemer**, Director of the TRIO Learning Center at Eugene, Oregon's Lane Community College offers the following report:

"The Peer Monitoring and Site Review was the single most helpful process my staff and I have participated in..."

There was no part of the Peer Review Process that was not beneficial. I would strongly recommend (and have made recommendation to colleagues) that all new Programs have the opportunity to participate in the Peer Monitoring Process."



*"We Learn from each other," says Pat Clyde, TRIO Program veteran and peer monitor from Lewis Clark State College*



*WSU's SSS staff includes, from right, director Lucila Loera, Norma Sandoval, Tiffany DeMeerleer and Vicki Trier*

### Director for WSU's new Student Support Services sees Benefits in Early Peer Review

Ask Lucila Loera why she wants a peer review for Student Support Services (SSS) before the program can even celebrate its' first year in operation and she will answer you with no reserve. "Why Not?"

Just shy of one year after her program was launched at Washington State University in Pullman, director Lucila Loera requested a peer review of the program. The review, consisting of a two day evaluation and assessment, allows for peer feedback on aspects that may be overlooked or in need of further development. A peer review helps ensure that *students* receive the highest level of guidance and support available.

"Some colleagues asked me why I was scheduling a review so soon," shares Loera. "My answer is simply, 'Why not?' Our program is up and running. Why not benefit from some expert feedback early on?"

Loera learned about the opportunity for a peer review while attending a directors'

training in Portland last summer.

"Since we were building our program from scratch, I didn't want to waste time doing something wrong. So I requested the audit. It is very reassuring!" Rather than establish guidelines and procedures that may not be fully inclusive or ultimately beneficial for the program. Through her efforts and the support of her staff, Lucila Loera is well on her way to ensure the success of SSS.

### WSU's SSS Team

With a Master's Degree in Counseling Psychology, Lucila Loera served as a Career Counselor at WSU for three years before she was hired to launch the SSS program.

By Fall 2002 she and her staff of three, supported 160 students through programs including academic advising, mentoring, cultural enrichment activities, specific tutoring, career counseling, college orientation and study skills training.

In efforts to assure that students remain the primary focus of the program, they hired a graduate student to help design a database for students, enabling Loera and staff to track student profiles, specific needs, and progress. The

database also tracks students in a pending status, awaiting acceptance in the SSS program. Finally, as the program rapidly expands and evolves, the staff meets weekly and continues to rate itself on areas covered by the official peer review.

### Review includes University Top Staff

"Because we are new on campus, it was great to include top university administrators, including the Vice-President of Academic Affairs in this session, to help them better understand what we are doing and highlight the importance of further integrating our programs on campus," says Loera.

While awaiting the review's written report, Loera is confident her program "benefited from the review primarily because of the opportunity to ask questions of people with years of experience in running TRIO programs. In short, the review affirmed that we are on track with a brand new program."

Another benefit is a "stronger connection with monitors who performed the review", including SSS Directors **Meredyth Goodwin**, University of Idaho, **Pat Clyde**, Lewis-Clark State College and **Sally Burge**, Eastern Washington University, with **Scott Clyde**, chair of the NASP Peer Review Committee.

Once review findings arrived, Loera worked to incorporate the peer suggestions.

"One was to track any contact hours with our students. Previously we had only tracked officially requested meetings, but we are

advised to also report contacts and information shared during informal meetings on campus."

### Director's Tips

Additional tips her team received to brand new and potential TRIO directors include:

**Connect with other TRIO programs "from day one."** After being enlisted, Loera wasted no time in visiting nearby SSS programs and learning first hand about their specific practices.

"I have learned that different directors have different opinions on what are the best practices for SSS and on how regulations are mandated. It is good to talk to several directors and learn about the variety of options."

**Loera urges TRIO Directors to partner with other TRIO programs** on campus for marketing, etc. Loera's team works with WSU's veteran McNair TRIO program.

"They welcomed us to join them in advertising our services at student fairs and other campus events. They have provided a great help, and by working together we magnify our presence and impact on campus.

"The good news for new directors like me," adds Loera, "is that we are not alone. There is a lot of great help out there in the TRIO community."

**This brochure and accompanying web site** at [www.its.uidaho.edu/bestpractices/](http://www.its.uidaho.edu/bestpractices/) were produced by a federally funded University of Idaho / Northwest Assn. of Special Programs TRIO Training Grant  
*Design and writing by Mary Ann Reese, Moscow, Idaho  
Fall 2002*