

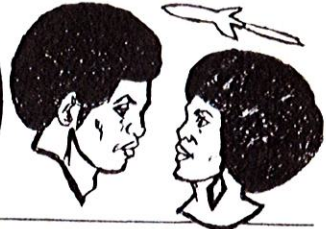
Mrs. Shirley C. Tolofree
Librarian



UPWARD BOUND

THE

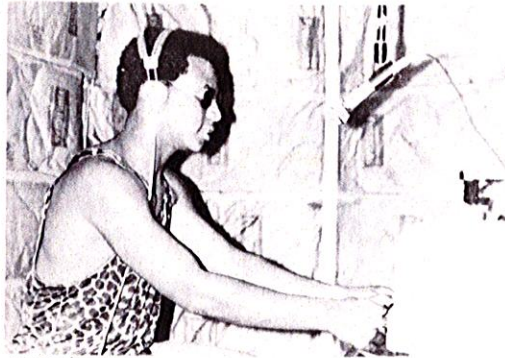
ROCKET



VOL. 1 NO. 1

PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS

JULY, 1971



SOUL MAN—Danny Brown, Upward Bound disk jockey, puts down a bad sound for campus and city wide listeners.

John Phillips, PUB director, recalls many years with Little Rock project

The Upward Bound Project Director, Mr. John L. Phillips, has observed the Upward Bound Project from several vantage points.

He has been the Director of the Upward Bound Project at Philander Smith College since the academic year of 1966.

Mr. Phillips serves on the National Upward Bound Project Directors' Steering Committee and as a member of the National Board of Directors of Fellowship of Concerned University Students (FOCUS).

FIRST YEAR

He recalls the first year's experiences with the Upward Bound Program. The Philander Smith Project started during the summer of 1966 with a professional staff of 12 and 150 students.

The Upward Bound Project was designed with several specific objectives in mind:

1. To prepare disadvantaged Pulaski County students for a higher level of collegiate achievement;
2. To strengthen the quality of high school education in the Pulaski County area;
3. To increase the effectiveness of teaching in urban and rural Pulaski County high schools and Philander Smith College;
4. To participate in Community Action against poverty;
5. To develop a curriculum and a way of educating which can be useful to a much wider segment of the Pulaski County disadvantaged;
6. To provide cultural, recreational and intellectual stimulation for one-hundred individuals who, in turn, may motivate countless others to learning achievement;
7. To enrich the life of the college through the participation of faculty and students; and
8. To establish conditions conducive to the improvement of the self-image of the individual student in the Project. The College Administration,

participating faculty and students of Philander Smith have consistently provided facilities and support to the Upward Bound Program, therefore, the program has been tremendously successful.

LANGUAGE SKILLS

A study indicating that students constituting the target group of the Greater Little Rock area were approximately three grade levels lower than the national average pointed up the ineffective and inefficient command of language skills, i.e., writing, speaking, reading and listening. A proposed curriculum designed to make a concentrated attack upon the development of language skills was presented.

Out of this plan grew the Reading, Speaking, Listening and the Writing Laboratories which are the hub of the Philander Smith Upward Bound Program. Other areas are the recreational program and the cultural enrichment aspect.

500 STUDENTS

Since the summer of 1966, slightly more than 500 students within the Pulaski County area have been involved in the Upward Bound Project at Philander Smith College.

Upward Bound students show progress and leadership abilities once they return to their local secondary schools that can be directly attributed to their experience in the Upward Bound Program.

QUOTA FILLED

One must prepare himself to absorb the shock of having to tell hundreds of students annually, some of them with tears in their eyes, that the quota is filled, that "We cannot accept you into the program." This

Somehow, we must find funds and ways to open the door of opportunity to these more than 275,000 students annually who cannot be included in the Upward Bound experience due to limited funds.

Philander Upward Bounders man radio station, KPSC

By Vicki Robinson
Rocket Staff

This year Upward Bound students have been given a privilege to become a part of the KPSC Radio Station, under the guidance of Mr. E. Moultrie. This opportunity was given to those interested in becoming disk jockeys.

The persons who have volunteered to work with KPSC are as follows:

Dwight Brown, (THE SOULFUL SPINNER)...1:00-1:15.

Lee Gipson, (GASH MAN)...1:45-2:30.

Lumas Kendrick (THE MANTIS MAN)...2:30-3:15.

Venesa Sykes (QUEEN "V")...3:15-3:45.

Danny Evans (DOCTOR D. KOOL)...3:45-4:15.

Mike Brown (THE SOUL MAN)...4:15-5:00.

A disk jockey's job may seem hard to some of us but here are a few remarks from our very own to really tell it like it is:

"It's more of a training than a disk jockey's job. After the

material is learned you get a license.

"It's not for work all the time but also for fun. Makes me feel Higher in Society." Lee Gipson (GASH MAN)

"I enjoy doing it. I plan to go to college to be a disk jockey. It's not all work but also fun, especially when you like to talk and like music.

Being able to be on KPSC is giving me the experience I need to get started in the field I plan to major in.

So while doing nothing around 1:00 be sure to tune in on KPSC 640 a.m. while the Soulful Spinner does his thang."

Dwight Brown

(SOULFUL SPINNER)
"Music is my bag and I love listening to records, especially James Brown. People ask how I like being on radio. Well, I enjoy it. I think it's fun. I think more people ought to give it a try.

It's educational, relaxing and soothes my nerves."

Danny Evans

(DOCTOR D. KOOL)
So support the D.J.s that

support KPSC. Tune It Up...HIGHER!!!!
640 on your dial.



CURRENT EVENTS—One of the main goals of the Upward Bound Project is to keep its students aware of the news by furnishing newspapers and asking each student to watch the evening news. Above, Carl Love takes advantage of a few minutes in class to catch up on the morning news.

Student governors asked about student power and women's lib

Editors Note: The following is an interview with the newly elected student government of the Philander Smith Upward Bound student body. New officers are: Natalie Norwood, president; Vicki Robinson, vice-president; Cynthia Jones, secretary-treasurer; and Ronald Phillips, reporter.

Rocket—How much power does the Upward Bound student government really have?

Miss Norwood—None at all. Because some of the issues you really want changed about the program can't be changed, such as the project rules on student

behavior.

Rocket—What are some of your plans while in office?

Miss Norwood—I hope to be able to extend the girls' week-day curfew and to set up a student discipline organization.

Rocket—What role do you think women have in politics today?

Miss Norwood—I think they should have the same role as men, but they don't. For example, nobody wants a woman for the President of the United States.

Rocket—Do you think that the Upward Bound students

have accepted you as their "leader"?

Miss Norwood—Some have and some haven't. We have a good student body this year. I think we should have more student power, but I also feel that the students should respect the project rules a little more.

Rocket (To Miss Robinson)—Actually, what are your responsibilities as vice-president of the student body?

Miss Robinson—I should stand behind the president, help her carry out her duties, and face the problems that arise. I

continued on page 3



KARATE—Upward Bound Karate team members are: from left (seated), Lee Gibson, Ricky Johnson, Ricky Collins, Donnelle Parker, (standing), Reggie Henderson, William Jones, Raymond Hanic, Charles Robinson (Advisor-Counselor and Instructor), Hervas Terry, Lloyd Shepard, and Earnest Tate.



Men Are Like Animals
 Men are born.
 Animals are born.
 Men need food.
 Animals need food.
 Men grow up.
 Animals grow up.
 Men make love.
 Animals make love.
 Men bear off-spring.
 Animals bear off-spring.
 Men communicate with men.
 Animals communicate with animals.
 Men have families.
 Animals have families.
 Men are happy?
 Animals are happy.

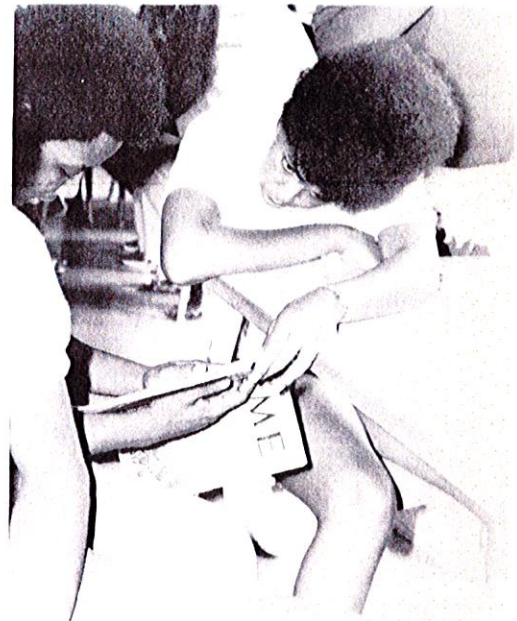
June Walker

BLACK IS BEAUTIFUL—Many Upward Bound women at Philander Smith College have been given the opportunity to polish up their modeling ability. Showing off their bad rags are (from left)

Ginnie Wright, Roianne Kaiser, Patricia Harris, Katrina Dunn, Vanessa Sykes, Natalie Norwood, and Jackie McCoy.



BULLSEYE—Here is Terry, Del Clark, and Natalie Norwood get ready to try for a bulls eye as Earl Pruitt, student instructor, gives them last-minute instructions. Archery is a special interest class taught in the afternoons.



SHARING—Upward Bound students spend a few quiet moments catching up on the latest issue of Time magazine.

Love and Hurt
 Love is a great sensation.
 It starts from a small conversation.
 It grows like a huge population.
 And hurts like a great operation!

Chenzenis Keener

As Time Goes By
 As time goes by drifting along
 As time goes, so do man.
 All aspect of life goes and goes
 and finally you
 Will find there and beginning
 And slowly then an end.
 As the sun goes up surely there
 must be a sinking sun slowly,
 slowly down as it
 Goes by
 By and by the time will go.

Sharon Jackson

Rocket interview

continued from page 1

think this year's group is a nice group. Last year we had a few problems but not so far this year. It seems that we have more ambitious people. For example, this year some of the girls are working up a dance team to support the basketball team during half times. This summer's group of students seem to really support things more.

Rocket—What are some plans you have while in office?
Miss Robinson—I plan to support what the students want when the time comes. But, I also realize that I must look at both sides of the problems.

Rocket (To Miss Jones)—What do you feel are your responsibilities with the student government?
Miss Jones—I should take part in the student government

meetings, take notes, be willing to offer suggestions to improve the student government and be willing to look at both sides of rules and try to understand why we have such rules.

Rocket—How do you think your experiences in the Upward Bound program, and especially in the student government, will help you in later life?
Miss Jones—When I go to college it will help me due to my experiences in relations to the student government and getting along with other people. I will know reasons for having rules. Also, I will have learned to know when I have a job to do and then do it.

Rocket (To Phillip)—Why do you think that you are the only man chosen to serve on the student government?
Phillips—Because of the females, I guess they thought they should hold the most important offices because we are

not capable.

Rocket—What do you think of women's liberation and do you think that black women think it is a relevant issue?
Phillips—I don't like it. I don't think that black women think it is very important. Maybe a white woman doesn't think she has to depend on her husband, but black women do. They know that without their husband it would be hard. I don't think women's lib would ever work.

Rocket—Do you plan to ever go on in politics?
Phillips—No, not politics in general. For a long time I thought that I wanted to be a social worker because I like to

help people. But, lately I've thought I would like to be a lawyer. I can talk my way out of most things and I think I would be a good lawyer.

Rocket—What plans do you have for your office with the student government?
Phillips—Anything I do will be aimed towards the males in general. At the first student government meeting I was the only male student and there were a lot of female students sitting in on the meeting. Being the only male present put more responsibility on me. I would like to see the male students become more interested in the student government and see them at the meetings.



Upward Bound Project

of

PHILANDER SMITH COLLEGE

Little Rock, Arkansas

July 1972

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THE ROLE OF UPWARD BOUND PROJECT AT PHILANDER SMITH COLLEGE

Philander Smith College is a four year residential institution offering quality education through four major divisions: Education, Humanities, Natural and Physical Sciences and Social Science.

Philander Smith College is fully accredited by the North Central Association of Colleges and Secondary Schools and is located in the center of the Little Rock community on an approximately 25 acre tract or 12 city blocks.

The college has had 93 years of experience in helping "disadvantaged people" to develop economic improvement.

Approximately 80% of all students who attend Philander Smith College are low-income students who bring with them the problems common to deprived students. Therefore, it was natural for Philander Smith College to join the national effort to reach disadvantaged students through the Upward Bound movement. Philander Smith has participated in this national project since its beginning in the summer of 1966.

Philander Smith College has committed itself to the following basic goals as a minimum standard of achievement through the Upward Bound Project:

1. To prepare disadvantaged Pulaski County students for a higher level of collegiate achievement.
2. To strengthen the quality of high school education in Pulaski County area.
3. To increase the effectiveness of teaching in urban and rural Pulaski County high schools and Philander Smith College.
4. To participate in Community Action Against Poverty.
5. To develop a curriculum and a way of educating which can be useful to a much wider segment of Pulaski County disadvantaged.
6. To provide cultural, recreational and intellectual stimulation to individuals who in turn may motivate countless others to learning achievement.
7. To enrich the life of the college through the participation of faculty and students.



Dr. John L. Phillips, Director of the Upward Bound Project at Philander Smith College, has been the Director since 1966. He is an Associate Professor of Education

on the College Staff, but serves as full-time Director of Upward Bound Project. Dr. Phillips served as a member of the National Steering Committee of Upward Bound Project Directors, who helped formulate policies and guidelines for the Upward Bound Programs as the transfer from O.E.O. to HEW occurred. He served as a member of the National Board of Directors of FOCUS.

Dr. Phillips is well known in the Little Rock community and throughout the area for his involvement in civic, social and educational projects designed to help disadvantaged people exit poverty and enjoy a more abundant life.

The success of the Upward Bound Project at Philander Smith College is due in a large sense to the efficient and dedicated staff that the Director has been able to maintain.

The staff is composed of the following personnel:

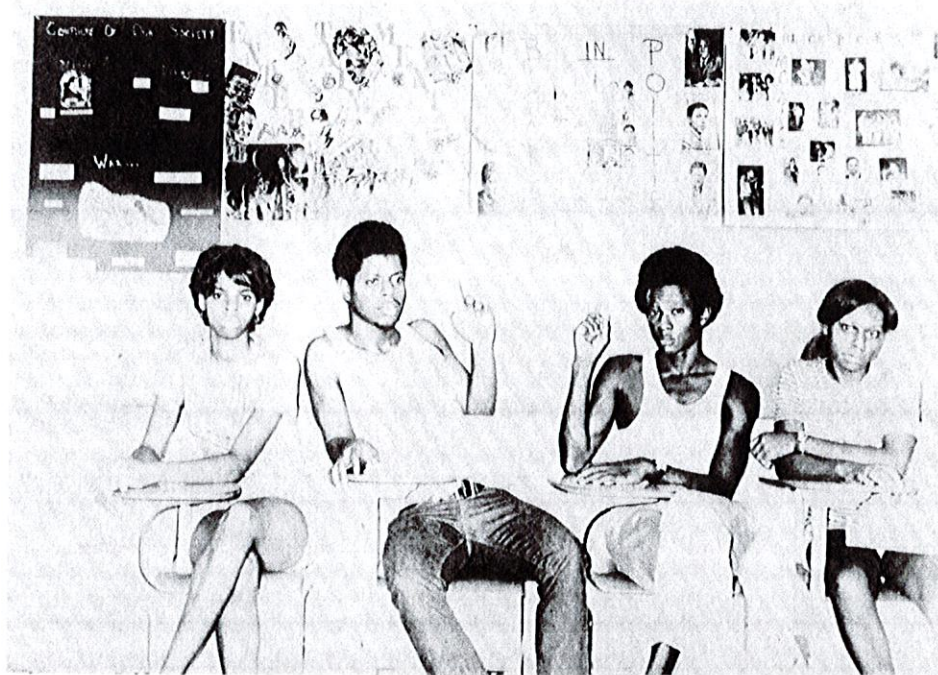
Mr. Leo C. Williams, Assistant Project Director
Mrs. Helen Simmons, Project Secretary
Mrs. Thada Carr, Project Nurse
Mrs. Dorothy Arnett, English Teacher
Mr. Morris Holmes, English Teacher
Mr. Charles Donaldson, Project Counselor
Mrs. Eloise Rodgers, Project Counselor
Mrs. Lavada Worlds, Reading Specialist
Mrs. Ruth Pruitt, Reading Specialist
Mrs. Sandra Moore, Speech Therapist
Mrs. Phyllis Belmont, Enrichment Coordinator
Mr. Ronald Rhea, Speech Teacher
Mr. William Finn, Athletic Director
Mrs. Adrienne Washington, Dormitory Directress (Girls)
Mr. Burrell Edwards, Dormitory Director (Boys)

Tutor Counselors

Charles Patterson
Leroy Charles
Ronald Marshall
Anthony Ackee
Hugh Morgan
Hollis Pruitt
LaWanda Chambers
Vicki Pinkett
Dianna Pearson
Phyllis Kilgore
Jocelyn Jones
Birdie Ballard

Doctors

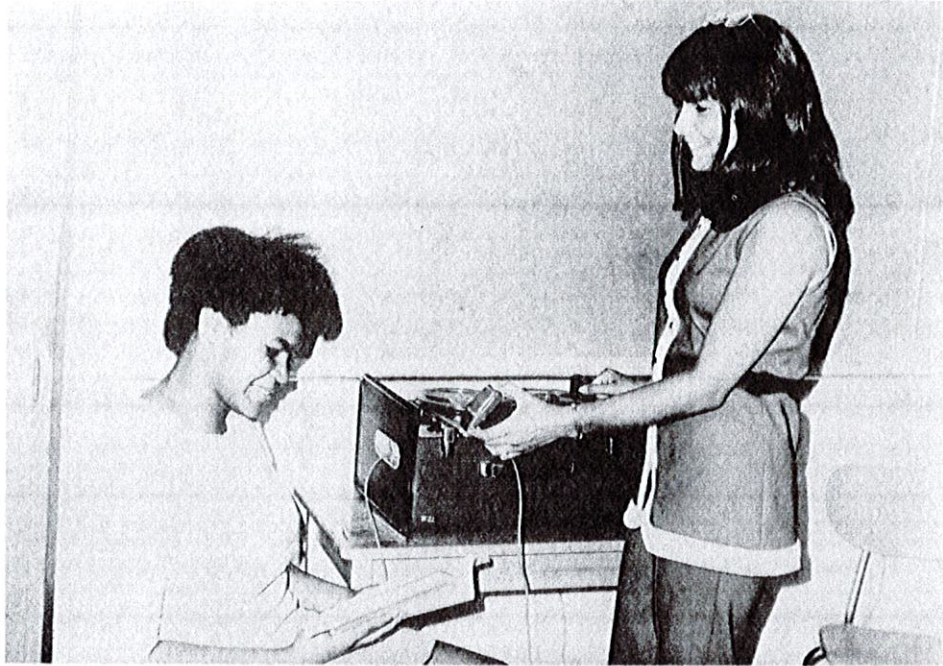
Dr. W. L. Wade
Dr. M. A. Jackson
Dr. Warren White



WRITING—The approach will give first place to the actual experiences in writing. The student will have individual attention and directions which will insure that each individual weakness will be identified and corrective measures taken.



READING—The approach involves teaching skills in a laboratory situation. A full-time Remedial Teacher is employed. The basis for many assignments will be the Little Rock Schools' textbooks, with emphasis being placed on comprehension.



LISTENING—The approach is the daily playing of tapes in the Language Laboratory. The students will be given practice in outlining, identifying and setting aside significant ideas. If problems are identified, students are provided necessary curative methods.



SPEAKING—The approach is to improve the student's ability in making speech sounds. Speech problems will be identified and remedial programs will be custom designed by a Speech Therapist and a Speech Assistant.



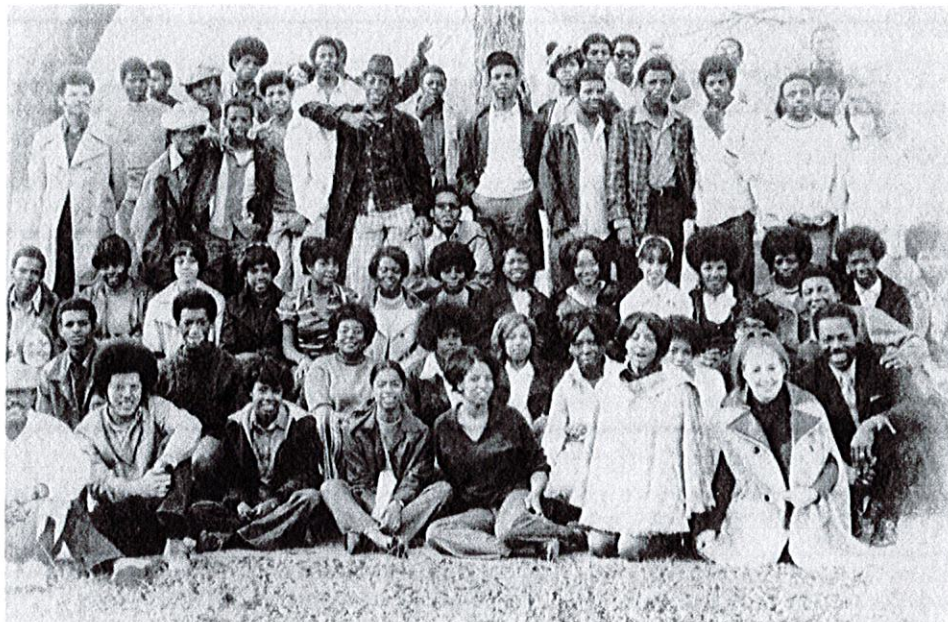
ENRICHMENT—For purposes of classification, all special learning experiences will be categorized as enrichment. Generally, those learning experiences are specialized in nature and scheduled on irregular basis. Examples of experiences are: trips to plays and lectures at the Arkansas Arts Center, hobbies or handicraft, and field trips.



COUNSELING—Social group and individual counseling dealing with personal educational and vocational goals will be the major focus of this program. Personal, academic, and vocational counseling services will be made available to all participants.



HEALTH—The areas manifest in the health program are Recreation, Medical, Dental and Mental Health. Organized recreation is provided by a Recreational Director. A nurse and doctors are employed to give needed attention. Student insurance is a feature to provide treatment for emergency and serious cases, mentally and physically.



BRIDGE STUDENTS—Those students are high school seniors or recent high school graduates who plan to go to college. A special emphasis in curriculum is planned to meet their specific needs for pre-college orientation. Their curriculum is basically the same as non-bridge except they take a college course for credit and they receive special counseling to prepare them for their college work.

Teaching Materials Used In The New Concept of Education

REACTION "U"

Teaching materials are designed for each student to use at his own rate of speed; for students to respond in an overt and positive manner—both orally and written.

The Multi-media Center provides students the opportunity to speak and to listen to themselves on closed circuit t.v.; to cut and to edit topic, to view film strips; to make transparencies and over-lays for class presentations, and to view 16 and 8mm films dealing with social, political, and racial issues of today.

Wide use is also made of records and resource persons.



READING AREA MATERIALS

Materials used to help each student reach his potential goals:

Vocabulary Building

1. Tach-X
2. Listening Tapes
3. Spelling Laboratory
4. Cross-word puzzles
5. Dictionary exercises
6. Word clues exercises
7. Flash-X machines
8. Mimeographed sheets

Innovations

Games

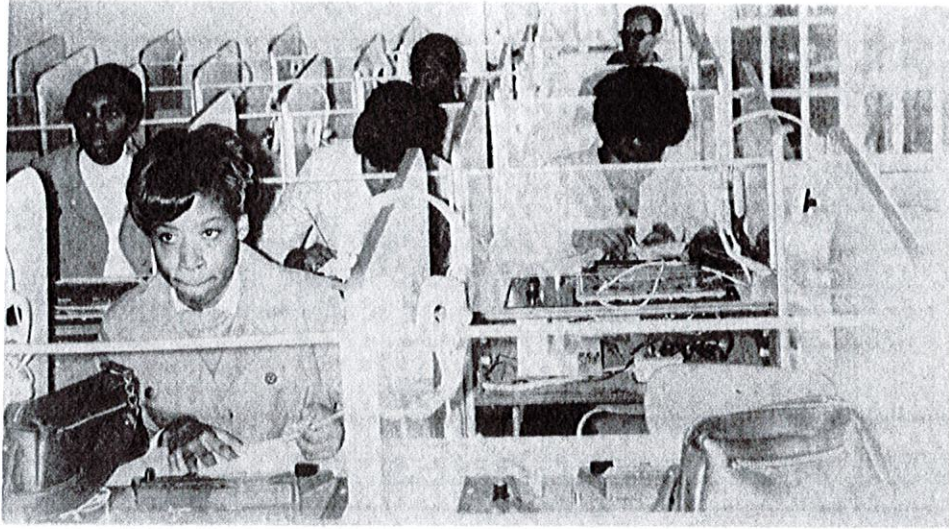
1. Concentration
2. Scrabble
3. Go to the Head of the Class
4. Password
5. Facts about History

Comprehension Power

1. S.R.A. Laboratories IIB-IVA
2. R.F.U. Laboratory
3. We Are Black Lab.
4. Pilot Library
5. Dimensions in Reading Lab.
6. Reading in the Content Area
 - a. Science
 - b. Social Studies

Additional Materials used

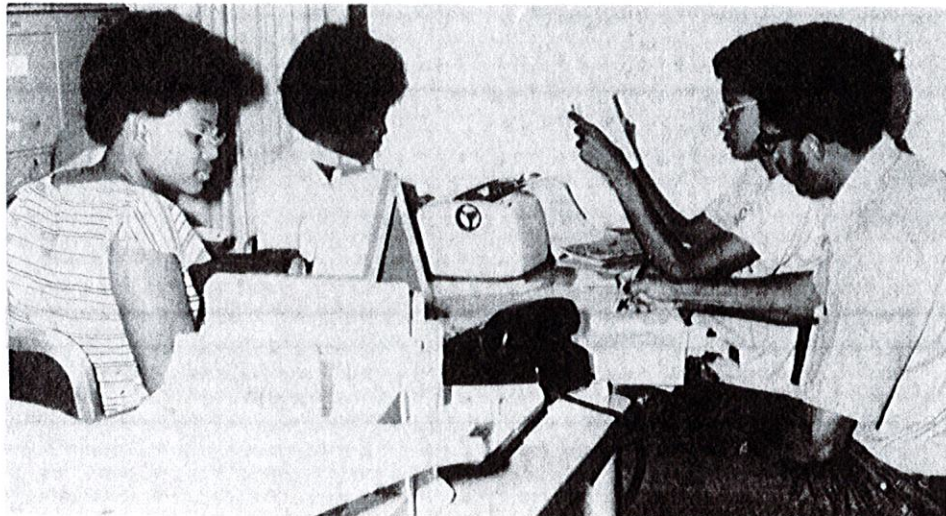
1. Overhead Projector
2. Mobile-taching unit
3. Scope Magazines
4. Other Magazines (Look, Times, Ebony, etc.)
5. Paparbacks



LISTENING AND SPEAKING

We make extensive use of the tape recorder, 16mm films, and closed circuit t.v. Our objective is to develop students' abilities to listen critically and to evaluate the contents of what they hear.

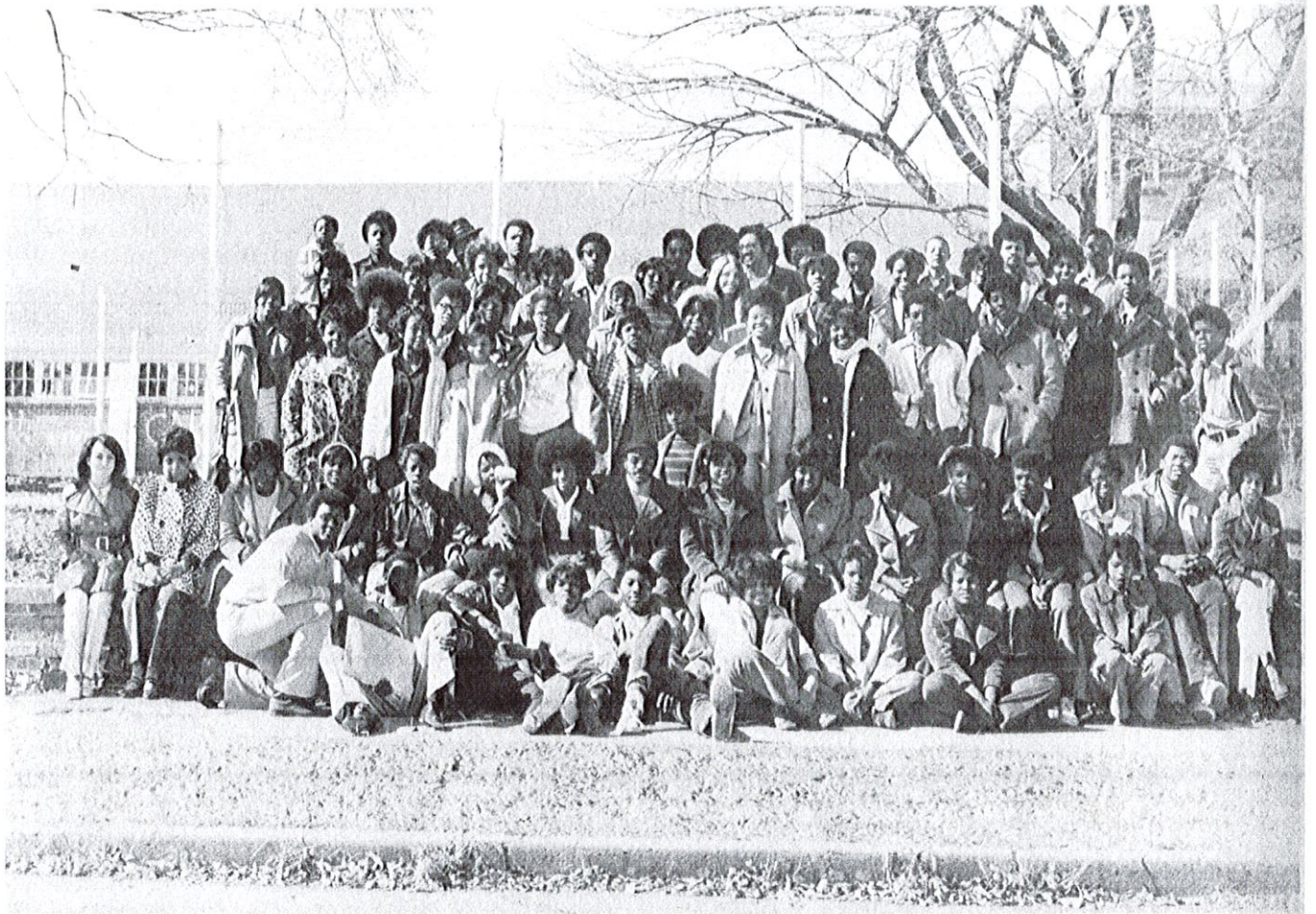
These experiences are essential when study begins group discussions and when they prepare for individual presentations.



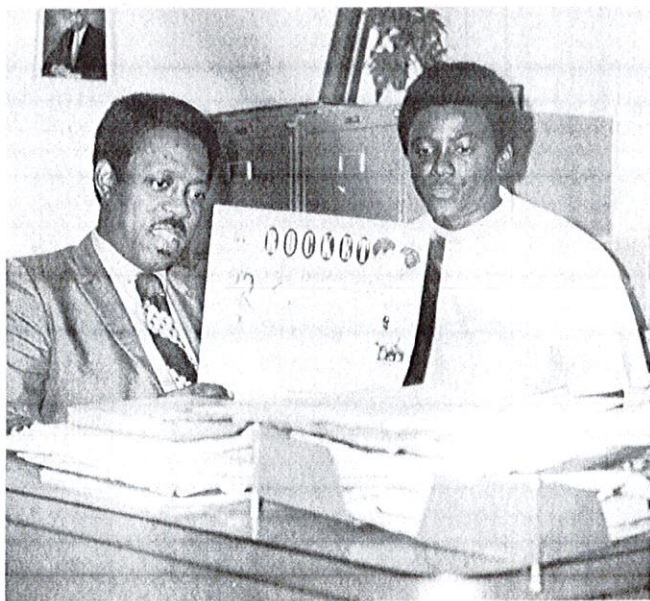
TEACHING MATERIALS IN LANGUAGE LAB

1. Listening Tapes—sounds, phonetics,
listening skills improvement,
Story—comprehension
2. Individual tapes for each student's recording of voice.
3. Listening and recording stations
4. Tape recorder and player
5. Record player

Upward Bound Project



Upward Bound Students of Philander Smith College.



Mr. John Phillips and Mr. Leo Williams discuss the project publication "The Rocket."



Mr. Leo Williams and Mr. Neal Darby talk over plans for the year.



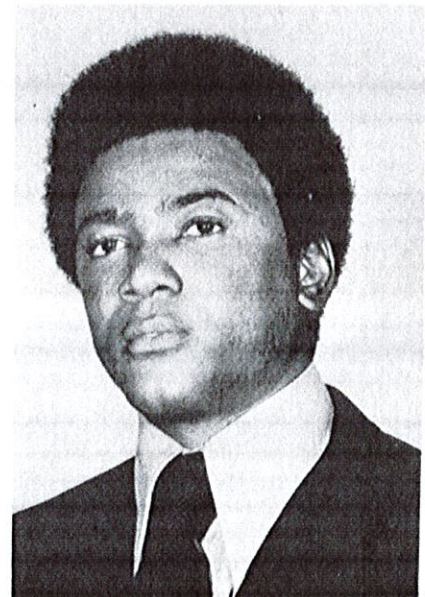
The Upward Bound Basketball Team



Mr. John L. Phillips
Director of Upward Bound Project



Mrs. Helen Simmons
Secretary of Upward Bound



Mr. Leo C. Williams
Assistant Director of Upward Bound



UPWARD BOUND

THE

ROCKET



VOL. 1, NO. 2

PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS

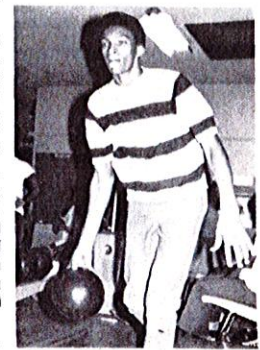
AUGUST, 1971

Parent's Day draws large turnout for day of fun



WILD BATS—Named after the bats in the women's dorm, the Upward Bound band prepares to give a performance on Parent's Day. Left to right standing are: Juanita Boone, piano; Ronnie Gatewood and William Toles, sax; Leo Williams, group director, vocals, and percussion; Danny Evans, bass; Die-Ann Williams, flute; Luther Cornett, clarinet; Clifford Johnson and Otha Merritt, sax; and Ricky Collins, drums.

Parent's Day for the Philander Smith Upward Bound project was Sunday, July 25. Approximately 150 parents and friends visited the campus. The day started off with a noon luncheon in the cafeteria. After lunch, everyone was invited over to the auditorium for relaxation while the students performed skits from the different classroom areas. The program opened with a presentation of original poems, portrayed by the Writing area students. After that the Counseling area presented a skit entitled "Finding Your Job," featuring the incorrect and correct ways to apply for a job. The play that rose excitement was "The Mistil" presented by the Listening-Speaking area and the Language Lab. The topic of the play was "live." The most exciting part was the fact that it was a comedy but still showed more reality than fiction. The main attractions of the program were saved for the end. The Dance team performed, Engine No. 9," and the U.B. "Wild Bats," band layed down two bad sounds—"Summertime" and "By The Time I Get To Phoenix," sung by Leo Williams. The day ended with a visitation of both the women's and men's dorm.



SMOOTH—Lumas Kendricks trying for a trophy in the Upward Bound bowling league.

Bridge students tell plans and discuss the Upward Bound Project

Editor's note: The following bridge students, who will be leaving Philander's Upward Bound program to pursue their future, after this summer, were asked what their future plans are and how Upward Bound has helped them in making this decision.

Faith Coleman—I intend to go to college in Little Rock this fall then next year attend SCA for three years. UB helped me find a college that was sufficient in the field I want to achieve (special education).

Lee Gibson—I plan to go to the Air Force, and I have my reasons for going in which I care not to discuss here, but I can tell you that the influence the Upward Bound Project has given me will not go to waste. I

will be attending college while serving in the Air Force.

Jonnie Bradford—I plan to get a job and work for about a year. I also plan to take an art course which was offered to me sometime back in May. After a year's work I plan to go to college. The fields in which I want my career are either as an artist or physical therapist.

Baron Greenwood—I plan to accomplish a successful goal in college at Philander Smith. Until the college term begins I'm going to work constantly. Upward Bound prepared me to go to the college of Philander Smith. Upward Bound has shown me examples of the fundamentals and oncoming college situations. Upward Bound has encouraged me to be

a successful person in college.

Patricia Boykins—In the fall I plan to attend Bishop College in Dallas, Texas. Philander Smith Upward Bound has helped me to make this decision, because I don't have any money, and Bishop was recommended because they are well known for giving a good financial aid package. So Bishop has been chosen.

Michael Flowers—When I leave Upward Bound I plan to take a week's vacation in Chicago. After I come back I plan to enroll at Philander for one year. Upward Bound has helped me see a way for my dreams to come true. When I had my accident I thought that they were lost, but this seven weeks at PUB have reshaped my hopes and desires. If I had (Continued on Page 11)

PSC contributes to society through Upward Bound project

The Project Director, John L. Phillips, has seen the college become more deeply committed and involved in the learning experiences and techniques of teaching being used with the Upward Bound students.

As a result of this involvement, the college is now using these methods in an *Individualized Prescribed Instructional Program* with all freshmen students who enroll in the College with deficiencies in the area of communication skills being required to take the (I.P.I.) curriculum.

Philander Smith has become keenly aware of its role in the areas one of the few remaining accredited Christian related institutions of higher learning, that can serve the needs of the disadvantaged in a changing society.

The college is addressing itself

to the needs of the community through several programs, although Upward Bound still seems to be the leading program that links the disadvantaged student, his home and the institution of higher learning inextricably on the track that leads to the mainstream of abundant life.

The success of the more than 500 students who have gone through the Upward Bound Project can be directly attributed to the learning laboratories and techniques used in the program:

A Reading Laboratory—Many students show a tremendous degree of growth during the first summer's experience in the Reading Laboratory. Some moving as much as three grade levels in eight weeks.

(Continued on Page 11)



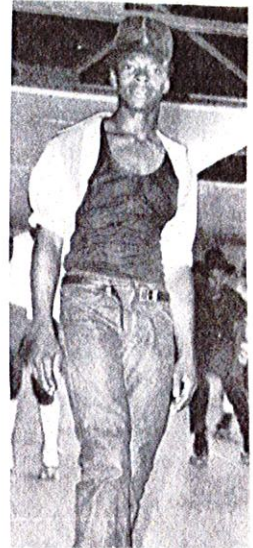
ROCKET DIRECTOR—John E. Phillips and Assistant Director Leo C. Williams discuss the project publication.



BRIDGE STUDENTS—Eighteen year olds display a sense of approval after registering to join.



THE MIGHTY Philander Smith Upward Bound project.



GERRY O'NEAL—One of the top male roller skaters in the project.



TALENT SHOW—Faye Brastwell singing "Walk Away" during the annual Upward Bound Talent Show July 9.



DOIN' IT—Hervas Terry, Deborah Cunningham and Danny Evans at the Talent Show.



MA & PA RAGS—Dwight Brown and Vicki Robinson III the Talent Show in their finest "rags."



DANCE TEAM—From left: Katrina Dixon, Patricia Harris, Linda Nowden, Ginnie Wright, Manager, Shelda McCunn, Constance Bryant, Debra Nowden, and Royanne Kaiser.

A Model for Organizational Success:

AASAP's Design for Professional Development

September 14, 1999 was a landmark day for the members of the Arkansas Association of Student Assistance Programs, Inc. (AASAP). AASAP was honored for reaching their goal of promoting the "development, improvement



Linda Barker, President of the Arkansas Association of Student Assistance Programs accepts the Board Chair's Recognition Award on behalf of the state of Arkansas.

and extension of educational opportunities to persons in Arkansas who, because of financial, cultural and/or educational deprivation, are denied the opportunities necessary for optimum educational development." Bobby Olive, the 1999 Board Chair of the Council for Opportunity in Education presented the award at the Council's eighteenth Annual Conference in San Antonio. No state association has ever received such an honor.

Keys to Success

What is the secret to the success of this small state association of only 130 members? Togetherness, mutual respect, a sense of family, working toward common goals is the key to our success. We began by taking the focus off our personal motives and advancements and set it on what is most important: *our students*. We face the challenge of being the most successful TRIO professionals possible, and thus the best servants to our students, by honing in on four primary objectives: to promote professional competency, to promote meaningful association among members and others, to promote extension of educational opportunities to TRIO-eligible participants, and to provide for improved communication between institutions and agencies.

Professional Competency

AASAP promotes professional competency *through listening, learning, leading, and laughing*. No matter how competent an association is, there is always room for professional improvement. *Listening* is an integral part of that improvement. We listen to the needs of our students and discuss methods, to serve them better, with our TRIO colleagues. We listen to the membership regarding curriculum for the two annual meetings held in the state, which provide pertinent training sessions during a three-day conference and a one-day leadership institute. We listen to our national leaders as they report on the federal status of the TRIO programs in order to promote training among association members that will promote professional responsibility

in the areas of program advocacy, reporting, networking, and service.

The listening that happens within the association naturally results in an abundance of *learning*. As professional educators and learning facilitators, it is our responsibility to remain apprised of new information, innovative teaching techniques, and creative solutions to the challenges daily faced by our students. Although the association formally meets at least twice a year, additional efforts have been made to give opportunities for continued learning through the production of a biannual newsletter, and a progressive website. A comprehensive directory of all Arkansas TRIO employees is also issued each year to encourage continued contact and learning between colleagues.

In order to provide a vehicle for the wealth of learning within the association, *leading* is encouraged among the membership. Locally, regionally, and nationally, AASAP members can be seen leading through service, presentation, and example. Arkansas TRIO professionals have consistently served by mentoring, leading committees, holding office, presenting workshops, advocacy, building legislative relationships, and our promoting Fair Share goal. Placing ourselves in leadership roles promotes professional competency as it encourages others to strive for greater accomplishments within the TRIO community.

While leading, it is imperative to remember the importance of *laughing*. Laughing with colleagues creates a group dynamic more conducive to autonomous discussion and constructive criticism. Mistakes are inevitable and must be faced

openly and honestly. A professionally competent person should neither dwell on, nor conceal a mistake; but rather should listen to it, laugh at it, learn from it, and use it to lead others away from doing the same.

Association Among Members

To promote meaningful association among members and nonmembers is an on-going process of the association. AASAP consistently emphasizes and reinforces the mission and priorities of the association as well as the "big picture" of TRIO Programs. One way this is accomplished is by conducting a raffle at each annual conference. Prizes are donated by the membership and the proceeds are contributed to the Council. Members feel responsible for the success of the activity. Each subsequent year the goal is to raise more money. The members develop group cohesiveness as they work cooperatively to achieve the goal. This activity plants the "good idea" of personal contribution in a subtle way. The membership feels ownership of the activity and supports it each year. Activities such as this provide the opportunity to discuss the role of AASAP from a national perspective.

The association publishes a newsletter and maintains a web site. These two communication vehicles serve to reinforce lines of communication with members, as well as others. Newsletters are sent to the Congressional offices and aides. The web site presents an avenue for members and

alumni to stay in touch with the TRIO community and learn the nation-wide scope of political activity. Earlier this year pictures from the 1999 Policy Seminar and visits to the Hill were placed on the Web site. AASAP members and alumni were able to see the national impact that Congressman Jay Dickey, AR-4, has a member of the House Appropriations Committee. Through a variety of activities we maintain frequent reinforcement of the association's mission and goals.

At every state meeting, policies regarding the state, regional and national needs of the TRIO-eligible population are discussed. Congressional representatives are invited to every state meeting. We ensure that these important relationships are nurtured each year. In 1995, AASAP recognized Congressman Dickey for his support during the War on Opportunity. In 1998, Senator Tim Hutchinson was honored as Arkansas TRIO Champion for his role in the Reauthorization of the Higher Education Amendments.

When key issues arise, AASAP members visit personally with Congressional Members and staff. In 1998 AASAP members, students and parents met with Senator Hutchinson in his Little Rock office regarding his role on the Senate Committee on Health, Education, Labor and Pensions. Sessions such as these have given us the opportunity to tell the positive and unique things that TRIO programs are doing for Arkansas; and for students and parents to personally meet the

Senator. We always maintain a sense that nothing is more important than our TRIO participants are. The association maintains its relationship with Congressional representatives by being persistent, consistent and reliable. Luckily and importantly, AASAP is made up of persons who not only are hard-working and dedicated but who have a love of the job and the people.

Educational Opportunities

AASAP has fostered several projects that promote the extension of educational opportunities to TRIO participants in the state. One of those projects is a scholarship fund. AASAP awards a minimum of six \$500 scholarships to TRIO participants in the state. These scholarships celebrate our history while keeping participant needs in the forefront. One of these scholarships celebrates Robbie Lyle, a key leader in the state, region, and nation in the fight for TRIO programs. Another was established by one of our former presidents to further aid low-income students in their struggle for a higher education. AASAP has always supplemented funds donated by the Walter O. Mason Jr. foundation so that this scholarship could equal the others offered by the Association. Our latest state scholarship is named to honor the immediate Past President of the region, Vance Simelton. Our Board members are also actively seeking funds to expand these scholarship awards. The Cabe Foundation of southwest Arkansas recently awarded \$3,000 to the association due to the efforts of an AASAP Board member who wrote a grant to the Foundation for funds. In addition, we involve current and former TRIO participants in our scholarship efforts. At the last state meeting, a raffle was conducted to give away two homemade quilts and four painting prints, all done by two former SSS participants from one of our two-year colleges. An additional scholarship of \$500 will be awarded this year because two TRIO alumni wanted to give back some of what was given to them.

In addition to scholarship funds, AASAP provides stipends to those stu-



Arkansas TRIO students visit Congressman Jay Dickey in his Washington office.



Students line up for TRIO day parade.

dents who attend the Council for Opportunity in Education Student Leadership Congress each year. In the past, the AASAP Board had awarded seven \$200 stipends to the students for use on the trip in addition to the funds from individual projects that sponsor the students' travel.

National TRIO Day is an event that is celebrated on local campuses and statewide. The statewide event is held on a college campus to combine career and social activities with a campus visit to major university campuses. During the TRIO Day celebration, we offer a career fair, social activities, cafeteria meals, breakout sessions, campus tour, TRIO parade of programs, banner contest, talent contest, remarks by congressional office representatives and local officials. The highlight of our TRIO day activities is a postcard campaign aimed at the four Congressional representatives from Arkansas. Students from the respective districts complete postcards to relate the importance of TRIO programs to their lives. These postcards are collected, screened, and mailed to all members of Congress. This is strategically done immediately prior to the annual Council



Congressman Jay Dickey with AASAP members, Paul Root, Mary Root, and Nancy Spann.

for Opportunity in Education Policy Seminar. When we walk in the Congressman's door, we immediately hear about them receiving hundreds of postcards in the mail from our students.

One of the most significant efforts that AASAP has made in its Congressional visit strategy is the development of our TRIO Hall of Fame and

Arkansas TRIO Statistics booklet. Every year, each program in the state has opportunity to nominate one current TRIO participant into the Hall of Fame. Pictures and biographies are collected from each student, and these items are compiled in a booklet format. At the statewide TRIO Day celebration, these students are honored. Also, statistics

about TRIO programs in the state are gathered and bound with these student stories. We leave a least two of these booklets with each Congressional and Senate office. We point out student successes in each district to the respective Congressman and let all of our representatives and senators know that their efforts made these student successes possible. This booklet has been a tremendous success in working with Congressperson. Participants' success stories are the single most impressive detail that we can share with representatives and senators.

Clearly, AASAP has grown in its efforts to provide scholarship and leadership opportunities to the state's TRIO participants. We feel that our work is exemplified in our collective effort to improve the educational opportunities for our participants. We have grown and matured in our efforts to maintain a positive relationship with our ultimate funding source, the United States Congress. We have raffles, pay dues, pay registration fees, support each other, agree to disagree on some issues, and work together as a family all for the benefit of our students, our programs, and ourselves.

Communication Tools

A key component of AASAP's mission is to provide for improved communication between institutions and agencies. AASAP has established Network Arkansas, an effective telephone and email system to spread news to the membership of Action Alerts and to conduct massive letter and email campaigns. The network begins with the President and extends through the officers of the association to every project director. Every program can be reached in a matter of minutes. The association has utilized current technology such as faxes, email and the web site in its communication strategies.

AASAP members have consistently held offices at the regional level and served on national committees. This leadership sets an example. Insight at the regional and national levels filters down to the membership. State members learn to evaluate and monitor policies and procedures through interaction with these persons. Many persons who have served

as AASAP and SWASAP officers continue to work in TRIO and are AASAP members. Our past leaders don't just "fade away"; they continue to work on committees and are an integral part of the success of the association. For instance at our 1999 conference, a past president was program chair, a past president was raffle chair and past presidents conducted workshops. Imagine the ideas and information they can share based on their experience at the regional level. We are able to draw on their expertise in all areas of the association's mission. We have learned that part of our success is to keep a good sense of proportion: we keep outreach and inreach in proper balance.

We make a special effort to involve the students in relationships with Congressional Representatives and Senators. We urge our programs to bring students and alumni to the Policy Seminar. We talk to the students before meeting with the Congressperson about what to expect in the meeting. Each year AASAP encourages each TRIO project to schedule at least one congressional visit to their campus. We take every opportunity to make the TRIO connection with every Congressperson and Senator. This takes several forms: going to parades, attending town meetings, visiting local offices, inviting Congresspersons to student events, inviting a Congressperson or staff member to our schools and campuses and have our students talk to them. All avenues are explored in order to be a constant reminder that that particular Congressperson or Senator makes an impact upon our participants' lives.

The association's short checklist for successful congressional visits include: 1) know the current issues of congress, 2) emphasize the constituent interest in TRIO, 3) bring students and alumni (or have a Hall of Fame book), 4) keep the meeting short, and 5) be enthusiastic and positive. Our relationship depends upon us staying knowledgeable, being cooperative, and demonstrating mutual respect.

AASAP's success is based on dedication, commitment, vision and responsiveness. These concepts are reinforced every year through the activities outlined in this article. There is no activity more

fascinating, more challenging, and more rewarding than being a part of an organization with an important mission-TRIO!

Linda Barker is currently the Associate Director of Talent Search at the University of Arkansas at Little Rock (ULAR). From 1981 to 1998 she was a Counselor in UALR Talent Search Office. Barker has just completed her term as the 1999 President of Arkansas Association of Student Assistance Programs, Inc. She has also served as Board Secretary, Leadership Institute Chair, and Conference Chair and has served on numerous committees. Ms Barker holds a Masters of Science in Counseling from the University of Central Arkansas.

Lucy Jones is the Associate Director of the Student Support Services and Educational Talent Search Programs at Rich Mountain Community College (RMCC), in Mena, Arkansas. She has worked in the TRIO Programs at RMCC for eleven years. Jones has held several state and regional offices, including President of Arkansas Association of Student Assistance Programs, Inc (AASAP) and Secretary of the Southwest Association of Student Assistance Programs (SWASAP). She has also given several presentations at the state, regional and nation levels concerning leadership skills and political involvement.

Mary Ellen Dougherty-Cook is the Academic Coordinator for Upward Bound and Upward Bound Math & Science at Ouachita Baptist University in Arkadelphia, AR. Dougherty-Cook is 1999-2000 President of Arkansas Association of Student Assistance Programs, Inc. She received a B.A. in Speech & Drama in 1988, from Ouachita Baptist University and an M.F.A. in 1995 from University of New Orleans in Drama & Communications.

In this year TRIO began with the Economic Opportunity Act which authorized 18 Upward Bound Programs. 1964

This is the year that the Higher Education Act authorized the Talent Search Program 1965

This year the term "TRIO" was coined to encompass the three initial programs. 1968

Walter O. Mason organized the first regional association of TRIO personnel -- the Southwest Association of Student Assistance Programs in this year. 1972

The birth of a national organization, the National Coordinating Council of Educational Opportunity Associations (now COE), occurred in this year. 1977

The "12 Day War" began in September of this year when the Senate appropriations subcommittee decided to slash TRIO funding to \$100 million. 1981

This is the year that the Ronald E. McNair Program was authorized despite continued efforts by the Reagan Admin. to drastically reduce the programs. 1986

Under the leadership of NCEOA Pres. Robbie Lyle (Ark.), Congress declares the last Saturday in February as "National TRIO Day". 1986

This is the year that the House Budget Committee recommended a funding level of zero for the TRIO Programs and the "War on Opportunity" began. 1995

Under the leadership of AASAP President, John Henneberg, the first AASAP President's scholarship was awarded in this year to an Ark. student. 1994

Initiated by AASAP President, Paula Bradberry, the first statewide Arkansas TRIO Day celebration was held in February of this year. 1996

This year at the COE annual conference in San Antonio, AASAP received the COE Board Chair's Recognition Award for outstanding contributions. 1999

The recommended appropriation for TRIO Programs stands at an all-time high of \$760 million. 2000

The inaugural Arkansas TRIO Hall of Fame was organized this year with induction of charter members. 1998

VS 1998

Supplemental funding 2000+



INTERRELATIONSHIPS OF AREAS

The four areas, Reading, Reaction "U", Language Lab, and Listening and Speaking, are all concerned with the effective use of the English language.

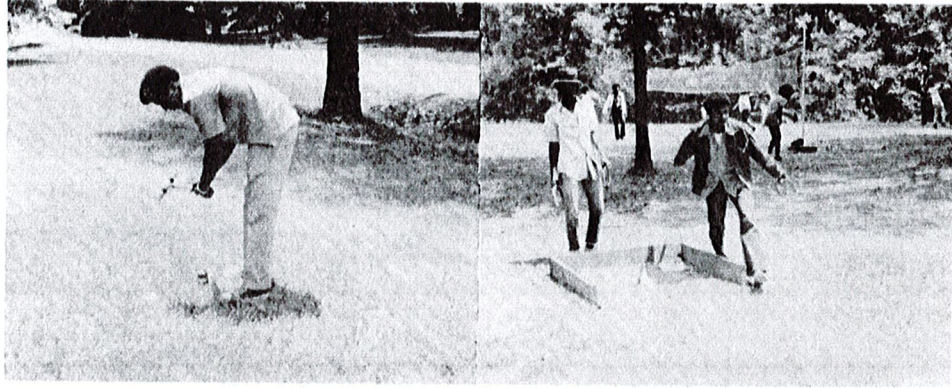
The mentors from each area hold weekly feedback sessions to evaluate and to plan weekly learning experiences that will be both enjoyable and profitable for individual students.

The Counseling Area provides supportive services that help students toward educational adjustment, occupational planning and personal and social adjustment. Our tutor counselors help every other teacher in planning weekly activities for individual students.

The Area of Enrichment and Recreation works closely with all areas in helping the students to relax and to adjust to activities outside the regular classroom activities.

The above areas provide the student with well-rounded experiences that are not isolated, but that are interwoven and coordinated to provide a whole experience.

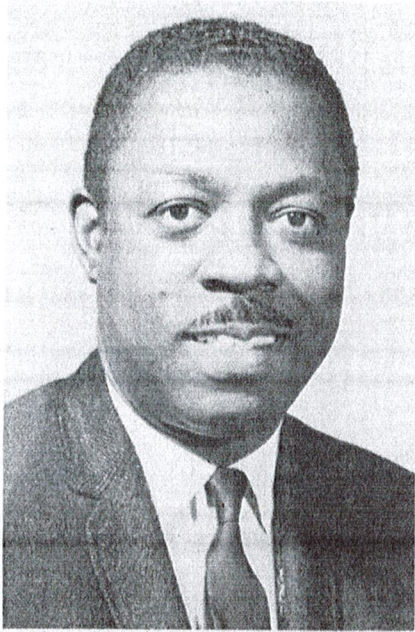
The student government assists in coordinating areas.



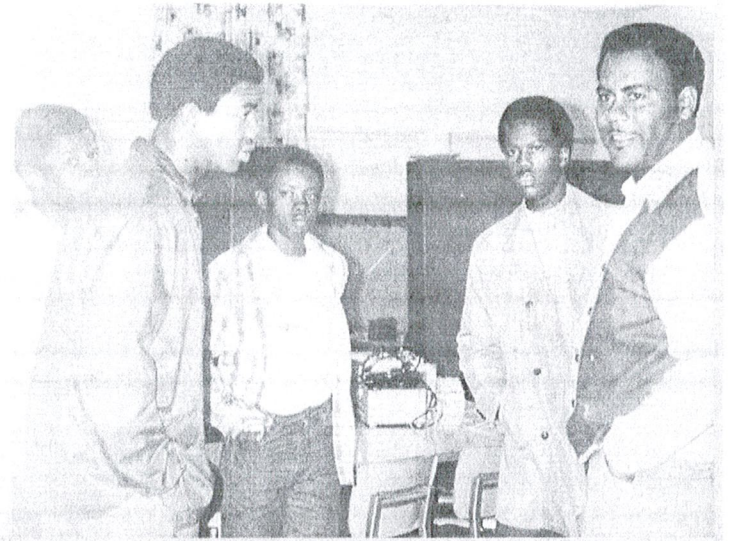
WE PRACTICE GOOD SPORTSMANSHIP—WE ALSO WIN GAMES



WE RE-CREATE OURSELVES THROUGH RECREATION

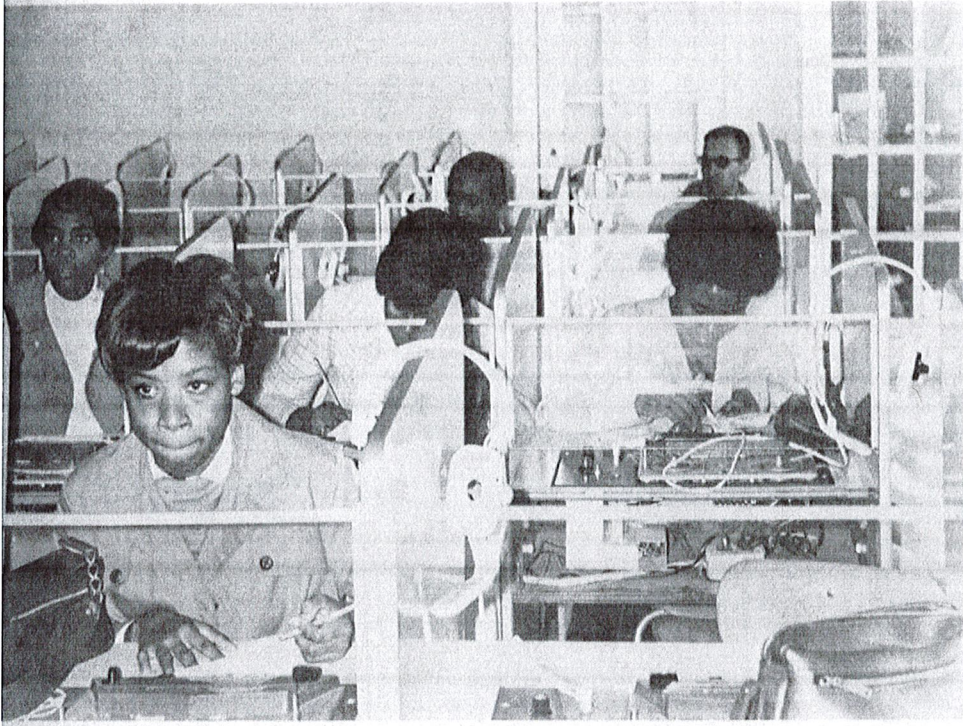


Mr. John Phillips
Director of Upward Bound Project



Upward Bound Activities



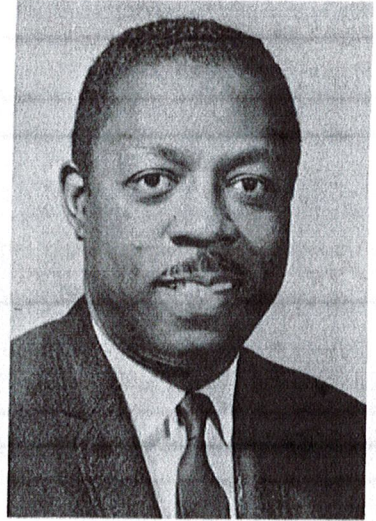


Mr. Lec Williams
*Assistant Director of the Upward Bound
Project*





Upward Bound Project



Mrs. Erma Canady
Secretary

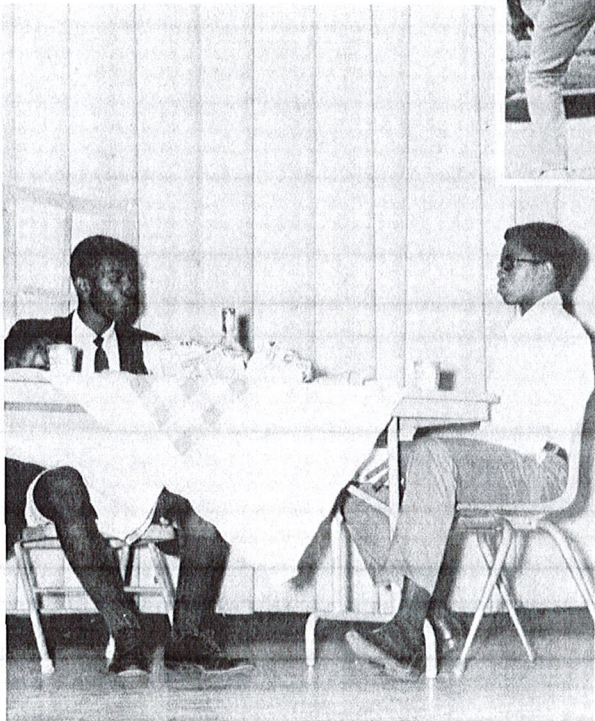
Rev. John Phillips
Director



Mrs. Elizabeth Smith
Assistant Director



A statement of purpose—



UPWARD BOUND is a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation. It acts to remedy poor academic preparation and motivation in secondary school and thus increases a youngster's promise for acceptance and success in a college environment.