The Institute Serves Kansas

Projects in Kansas City, Kansas
• Transition to Teaching
• 4 GEAR UP Projects
• Upward Bound/ Veteran’s Upward Bound/The Math & Science Center
• Educational Talent Search
• Educational Opportunities Center
• Public Agenda: Supporting Community Conversation on Afterschool

Projects in Topeka, Kansas
• Kansas Teachers of English Language Learners—ESL Endorsement
• Math & Science Program Planning Grant
• Upward Bound/ Veteran’s Upward Bound/The Math & Science Center
• Educational Opportunities Center
• Early Reading First

Projects in Southwest Kansas
• Kansas Teachers of English Language Learners—ESL Endorsement
• Harvest of Hope Leadership Academy—Children of Migrant Workers
• Teaching American History
• Reading First Training Academies
• Kansas Migrant & English Language Learner Training Academies

Major State Agency Partners
• Kansas State Department of Education
• Kansas Department of Health & Environment
• The Kansas Children’s Cabinet & Trust Fund
• The Governors Office
• Kansas Department of Social and Rehabilitative Services

University Partners
• Kansas State University
• Emporia State University
• Fort Hays State University
• Pittsburg State University
• Haskell Indian Nations University

The Institute by the Numbers
Number of Dollars Spent: $6,660,800
Number of Grants: 62
Number of Counties Served: 105 of 105
Number of Employees: 67 staff members and 26 Graduate Assistants
Kansas Reading Academy

The State of Kansas was awarded a Reading First grant in April of 2003. A requirement of this grant was to provide professional development to teachers in the area of reading instruction including Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Using the expertise of higher education professors a four and ½ day reading academy curriculum was developed utilizing 35 years of reading research. Over the last five years these Academies have served well over 4,500 K-3, Title I, Special Education, and ESL teachers as well as administrators.

Online Kansas Reading Academy

The purpose of the Online Academy is to provide the opportunity for teachers to utilize or review content from the Kansas Reading Academy. The Online Academy offers:

- professional development in the five core areas of reading: Phonics, Phonemic Awareness, Fluency, Vocabulary, Comprehension, etc.,
- downloads of all the PowerPoints and handouts utilized during the Academy,
- videos of effective instruction used during the Academy,
- trainers that provide in-depth information about reading instruction, and
- directions and templates of all activities facilitated during the Academy.

Since the development of the Online Academy over 600 educators from 90 counties in Kansas have utilized this professional development resource which can be accessed at www.kansasreadingfirst.org.
Kansas Reading Academy Participants
More than 4,500 teachers have attended the Academy from 2004-09
Online Kansas Reading Academy User Access

The Kansas counties that are highlighted with green indicate that educators from that county have accessed the Online Kansas Reading Academy.
Global Environmental Change and Local Ecosystems:
A Kansas MSP-Start Project for P-20 Students

A collaboration between the Institute for Educational Research & Public Service, university faculty in the College of Liberal Arts and Sciences, and partners from throughout Kansas

The Kansas MSP-Start grant was recently funded by the National Science Foundation and will enable the planning of a world-class education project for P-20 students that focuses on global environmental change and local ecosystems in Kansas. This project will promote strong partnerships between public school teachers, university researchers, and government and community leaders.

It is critical that P-20 students develop an awareness of environmental changes that are occurring on a global scale, as well as understand how these changes may influence the local ecosystems in which they live. Such concepts can most effectively be conveyed through inquiry-based learning methods, while simultaneously being age appropriate and meeting the Kansas Science Education Standards. This MSP-Start project will enhance science education through the Kansas Area Research and Education Site (KARES) in Topeka, which provides an outdoor learning forum for P-20 students in the Topeka Public school district.

The long-term goals of Kansas MSP are four-fold:

1. To provide P-20 students with the opportunity to study global environmental change and its effects on local ecosystems in a field setting (Kansas Area Research and Education Site, KARES), with the expertise of both teachers and university scientists
2. To enhance P-20 education in Kansas by actively engaging students, public school teachers, scientists, and community leaders in STEM initiatives
3. To develop evidence-based outcomes that contribute to the understanding of how students learn fundamental concepts in the sciences
4. To increase the number of students from underrepresented and underserved populations entering STEM fields by engaging them in creative teaching strategies at a young age
Early Childhood and Evaluation Programming

Purpose: To provide the State of Kansas with collaboration and systems building, grant writing, and evaluation services.

Key State Partners Served by Early Childhood and Evaluation Programming include: Kansas Children’s Cabinet and Trust Fund, Kansas Department of Health and Environment, Office of the Governor
Keeps kids safe while they have fun
Strengthens academics
Helps working families
Builds workforce skills

NETWORK MISSION: To raise awareness, build capacity and sustainability, and promote the importance of safe, high-quality, affordable out-of-school programs.

SERVING: School-based, community-based, and faith-based afterschool programs throughout the State of Kansas. More than 85 partners extend our reach, promoting quality extended learning opportunities.

IN KANSAS
- 183,500 youth are unsupervised during the critical hours of 3 to 6 p.m.
- 14% youth are involved in binge alcohol drinking, 14% use tobacco; both of these are above national averages.
- Marijuana and illicit drug use matches the national average of 7% and 5% respectively.
- 64% of Kansas schools are in rural areas.
- The percentage of minority students in rural areas has increased 103.2%, over the last 10 years.
- 12% of the children live in immigrant families; 55% of have difficulty speaking English.
- Only 51% of children and teens exercising regularly.

SINCERE THANKS TO OUR FUNDERS: The Charles Stewart Mott Foundation, the Kansas Health Foundation, Kansas State Department of Social and Rehabilitation Services, United Methodist Health Ministries Fund, Kansas State Department of Education, Kansas Families and Schools Together, Inc. and the University of Kansas School of Education.

QUALITY AFTERSCHOOL PROGRAMS MAKE A DIFFERENCE.

CURRENT KANSAS ENRICHMENT NETWORK PROJECTS:
- Assisting communities in the development of new programs.
- Providing programs and partners with training necessary to strengthen the quality of experiences for youth.
- Sharing the afterschool message with city leaders, business leaders, and agencies.
- Exploring Early Childhood and School-Age linkage models.
- Collaborating with stakeholders in Wyandotte County who want to increase the availability of programs.
- Reaching out to faith-based organizations involved with or developing programs.
- Networking with other available opportunities to strengthen services for youth (i.e., physical activity, career awareness, college prep).

FUTURE GOALS:
- Assist other stakeholders with developing a statewide professional development system.
- Disseminate nationwide the Kansas Cross-community Afterschool Model for Rural Communities and the Kansas Enrichment Network Sustainability Model for New Programs.
- Explore strategies to bring workforce skills, migrant education, and 21st Century skills into afterschool experiences.
- Strengthen youth development at the middle and secondary levels.
- Engage business and business leaders in afterschool.
- Provide a wide variety of professional development opportunities as a means of developing quality.
- Work to strengthen youth voice in the State of Kansas.
3 Institute Grants Providing Expertise to Kansas

Teaching American History -- Garden City
- USDE grant designed specifically to increase teachers' abilities to teach traditional American history.
- Our first TAH grant was in Liberal, KS. The second is in Garden City. The grant goal is to train 25 middle and high school teachers a year.
- TAH provides us the opportunity to take KU History Professors out across the state, and to bring the K-12 teachers to KU.

Longitudinal Data Systems -- KSDE
- USDE/Institute for Education Sciences grants designed to create useable "silos" of education data that can better inform preK-16 education in Kansas.
- The two grants have facilitated data relationships between pre-K, K-12, and higher Education data collection systems.
- Our role is to travel the state to ensure that K-12 schools and higher education researchers know about the data marts and understand how to use them.

Title III Strengthening Families -- Haskell Indian Nations University
- USDE grant designed to help minority-serving institutions, like Haskell, meet institutional needs that they could not otherwise afford to meet.
- Haskell's goal is to increase data connectivity, provide more professional development opportunities for faculty and staff, better collect data on their students, and create an endowment association.
- We helped Haskell write their successful application, provided guidance since the grant was awarded, and continue to provide evaluation services.
Educational Opportunity Programs (EOP) aim to increase the number of underrepresented students who are prepared to enter and succeed in postsecondary education. Programs provide educational information, counseling, academic instruction, tutoring, assistance in applying for financial aid, and supportive encouragement to KU students, youth and their families, and adults. Those who live in the Lawrence, Topeka and Kansas City areas are eligible for free services.

“In the years that my daughter has been involved with the University of Kansas Math and Science Center, I’ve watched her become more focused in her schoolwork as she develops a serious plan for her future. The opportunity that the KUMSC has provided for her to experience college and dorm life really brought home for her the reality of higher education. She sees herself successfully completing not just one degree, but two, and also plans to get her Master’s degree.” — Parent of Math and Science Center student

EOP AT A GLANCE

Annually, KU EOP serves more than 3,800 participants, the majority of who are either low-income individuals and/or will be the first in their family to earn a bachelor’s degree. In 2006-2007, 73 EOP participants graduated from high school, 95 earned post-secondary degrees or certificates, 153 enrolled in college for the first time, and the remaining 3,494 received the array of services described in this report. Source: EOP Effectiveness Survey

EOP includes seven U.S. Department of Education TRIO programs, four GEAR UP programs, and one state-funded migrant student leadership program.

Programs Serving Youth and Their Families

TRIO Educational Talent Search prepares low-income and first-generation students attending middle and high schools in Kansas City, Kansas for college. First funded in 1988, ETS serves 1,100 participants annually and is currently funded through August 31, 2011. The project funding amount for 2009-10 is $427,142. Participants served since 1988: 23,100. Avg. high school graduation rate: 97.5%. Avg. postsecondary placement: 87.5%.

TRIO Upward Bound prepares low-income and first-generation high school students in Douglas, Shawnee, and Wyandotte counties to graduate high school and attend college. First funded in 1983, UB serves a minimum of 76 participants during the academic year and 50 students during the summer. UB is funded through August 31, 2014. The project funding amount for 2009-10 is $387,833. Participants served since 1983: 1,807. Avg. high school graduation rate: 99.4%. Avg. postsecondary placement: 87%.

TRIO Upward Bound Math and Science Center prepares low-income and first-generation high school students in Douglas, Shawnee, and Wyandotte counties to excel in and pursue postsecondary degrees in math and science. First funded in 1995, MSC serves 67 participants annually and is funded through Sept. 30, 2012. The project funding amount for 2009-10 is $260,857. Participants served since 1995: 748. Avg. high school graduation rate: 97%. Avg. postsecondary placement: 86%.
**GEAR UP Programs** (Gaining Early Awareness & Readiness for Undergraduate Programs) are designed to increase the number of low-income students who attend postsecondary education by providing interventions to an entire cohort of students beginning no later than 7th grade and following the cohort through high school. EOP has three GU programs serving entire cohorts of students and one GU program serving students who reside in public housing.

- GEAR UP at JC Harmon High School
- GEAR UP at F.L. Schlagle High School
- GEAR UP at Arrowhead and Eisenhower Middle Schools
- APEX GEAR UP at Kansas City, Kansas Public Housing

  First funded in 1999, APEX GU serves 536 participants annually and is funded through July 20, 2012. The project funding amount for 2009-10 is $427,200. **Participants served since 1999: 3,708.**

**Harvest of Hope Leadership Academy** is an academic enrichment program for Migrant Education-eligible high school students from across the State. First funded in 2008 by the Kansas State Department of Education Migrant Education Program, HHLA has served **147 participants and 27 school districts,** and is funded through June 30, 2010. The project funding amount for 2009-10 is $314,169.

**Programs preparing ADULTS for college**

**TRIO Educational Opportunity Center** serves low-income and first-generation adults in the Lawrence, KC area who need assistance enrolling in a GED or postsecondary educational program. First funded in 1998, EOC serves 1,000 participants annually and is funded through August 31, 2012. The project funding amount for 2009-10 is $263,047. **Participants served since 1998: 10,579.** Participants who apply for financial aid: 1,312. Participants who enroll in postsecondary education: 1,702.

**TRIO Veteran’s Upward Bound** prepares first-generation and low-income veterans in the Kansas City area for postsecondary education. First funded in 1999, VUB serves 120 participants annually and is funded through August 31, 2013. The project funding amount for 2009-10 is $250,000. **Participants served since 1999: 1,030.** Participants who completed VUB program: 355. Avg. postsecondary placement for participants who completed VUB program: 79%.

**Programs Serving KU Students**

**TRIO Supportive Educational Services** assists KU low-income, first-generation students and students with disabilities who demonstrate academic need in their pursuit of a bachelor’s degree. First funded in 1973, SES serves 250 participants annually and is currently funded through Aug. 31, 2011. The project funding amount for 2009-10 is $420,227. **Participants served since 1973: 9,000.** 2007-08 AY persistence rate: 75.6%. 2007-08 AY good academic standing rate: 87.6%. 2007-08 AY 6-year college graduation rate: 57.7% (the national avg. for low-income, first-generation students at 4-year public institutions is 34%*).

**TRIO McNair Scholars** prepares low-income, first-generation, and/or underrepresented minority KU undergraduates who demonstrate academic potential for doctoral studies. First funded in 1992, McNair serves 30 participants annually and is funded through Sept. 30, 2012. The project funding amount for 2009-10 is $271,392. **Participants served since 1992: 193.** Avg. 6-year college graduation rate: 87%. Avg. master’s degree attainment rate: 33%. Avg. Ph.D. attainment rate: 3% (the national avg. for low-income, first-generation students is 1%*).

McNair Scholars Program

Program Results

KU McNair Scholars graduate in 6 years, attend graduate school and earn advanced degrees at a much greater rate than students from similar backgrounds who do not join the program.

Engagement and Learning Opportunities

McNair Scholars:

- Are paired with a faculty mentor in their field
- Conduct an independent research project and strive to produce a research paper worthy of publication
- Present their research at local, regional and national conferences
- Serve as guest lecturers in a liberal arts course for high school students
- Receive individualized academic advising and assistance with the graduate school application process

McNair Faculty Mentors

- Are distinguished members of the KU graduate faculty
- Come from a variety of fields, from biochemistry to Japanese language
- Introduce McNair Scholars to the nature and rigor of research
- Serve as classroom role models
- Help McNair Scholars build professional networks with other scholars
- Participate in social and academic activities with their McNair Scholar

McNair Mentor Profile: Dr. Maryemma Graham

Maryemma Graham, Ph.D.
Professor of English
University of Kansas
Areas of Research: African American and 19th century American literature, history of the book, and cultural studies
Accomplishments: National Humanities Center John Hope Franklin Fellow, recipient of eight NEH grants, founder of the Project on the History of Black Writing

McNair Mentee Profile: Earl Brooks

Earl Brooks
Undergraduate, University of Kansas
Majors: American studies and Music
Areas of Research: Jazz studies and African American literature
Accomplishments: Hall Center Scholar, KU Rhodes Scholar nominee, former president of the KU Black Student Union, member of Black Men of Today

“From my very first day of college, my career goals have always centered on attaining a Ph.D. KU became a part of the McNair Scholars Program, I had no way of knowing what tools or advice would lead me on the correct path. This program has been vital to my preparation for graduate school and my relationship with my mentor is something that I will always be grateful for.” — Earl Brooks

McNair Scholar Eligibility

Students must:
- Have a desire to earn a Ph.D.
- Have a GPA of 2.8 or higher
And either be:
- A low-income and first-generation college student
- A member of a racial or ethnic group that is underrepresented in graduate study (African American, Native American or Hispanic)

Tied to Best Practices

The McNair Scholars Program incorporates all 5 Benchmarks of Effective Educational Practice identified by the National Survey of Student Engagement (NSSE):
- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

McNair Scholar

"From my very first day of college, my career goals have always centered on attaining a Ph.D. KU became a part of the McNair Scholars Program, I had no way of knowing what tools or advice would lead me on the correct path. This program has been vital to my preparation for graduate school and my relationship with my mentor is something that I will always be grateful for.” — Earl Brooks

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