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Spring Edition

A Newsletter of the Northwest Association of Special Programs

March 2006

2005 NASP TRIO ACHIEVERS HONORED DURING THE 2005 FALL CONFERENCE

Yaquelin Valdivia
2005 Pearl Hill Award
College Upward Bound
Big Bend Community College

Nominated by Pat S. Palmerton

Yaquelin is an amazing and talented student who meets both the first generation college-bound and low-income program eligibility requirements. She lives with both of her non-English speaking parents and two younger sisters in a rural agricultural community with a population of about 2,600 people. Both parents, who were born in Mexico, attained only an elementary education. Currently, her father is a farm worker and her mother is a laborer in a potato factory. Yaquelin has learned first hand the importance of pursuing an education beyond high school and to take advantage of opportunities presented through her parents' experiences and hardships.

Yaquelin is one of the top academic achievers in our program. She has demonstrated commitment and dedication to her education as evidenced by the rigor of her coursework and through her participation in various academic summer programs. She earned a 3.66 GPA while taking Lab Science, Drama, and Research/Web design. As part of the Research/Web design class Yaquelin helped to create a TRIO ThinkQuest Bronze metal winning website titled "Counting Music...One Day at a Time".

Yaquelin educational goal is to earn a Bachelor of Science in Nursing degree at the University of Washington. Her long-term goal is to become a midwife. She possesses the personal and academic characteristics necessary for success in this career field. She is patient, respectful, sensitive to the needs of others, and has a strong analytical skills. Yaquelin will not be able to pursue her goals without financial aid and scholarships. She deserves to be recognized for her academic and personal accomplishments. Yaquelin is a role model to all students, especially for the Hispanic community.



Photo courtesy BBCC

Thuy-An Vu
2005 NASP TRIO Achiever
Student Support Services Program
University of Washington

Nominated by Roger L. Grant

Thuy-An was born in Vietnam and migrated to the United States when she was eight, where she was raised in Olympia, WA. Following two years as an ESL (English as a Second Language) student, she entered the public school system. Ann was a very active high school student, participating in, among other pursuits, the Youth Outreach Program, an AIDS education effort, and real-design projects through architectural firms and her school. In 1994 she entered the University of Washington and has spent most of her adult years learning in formal and informal settings.

Outside of school, Ann is an artist, working with metal and printmaking media. She is a certified scuba diver; plays soccer, tennis, and softball; swims; and practices Jeet Kun Do, Kali and Muay Thai forms of martial arts. Ann has experienced the diversity of the world by traveling to places like Brazil; Hong Kong; China; Vietnam; Italy; Germany; Jamaica; Puerto Rico; Dominican Republic; the Cayman Islands; Haiti; and Mexico.

Ann's journey to becoming a SSS counselor at UW began in a restaurant when, as a waitress, she got to know Roger Grant. One evening she shared with him that she had been a student at UW and was considering returning to school. She subsequently was re-admitted and enrolled in the SSS program. There, Ann sought counseling, advising, and other support services that enabled her to eventually earn her degree. Tim McCoy, a former counselor at US SSSP, praises Ann for her willingness to seek advice, hard work and unyielding focus on her academics to successfully complete her undergraduate degree. Her experience as a SSSP student lead her to pursue a Master's degree so that she may reach her goal of becoming an academic counselor herself. Having faced many of the obstacles her students now face, Ann has a keen instinct for knowing the needs of her students and is as diligent in advising



Andy Angaiak photo

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them as she received when she was a student. Ann is dedicated to what she does, be it editing *The Spectrum*, the UW SSSP newsletter, or making runs to pick up refreshments for upcoming workshops that benefit the students.

Hannah Chi
2005 TRIO Achiever Award
Student Support Services
University of Washington

Nominated by Shautzie Shieh

Hannah came when she was 11 years old to the United States from Vietnam, a country where the expensive costs of education were reserved only for boys. As a low-income and first generation college student with below average SAT scores, she became the first in her extended family to attend college, coming to the University of Washington in 1992 with a lot of enthusiasm and hope for a great future.

Hannah experienced how an attainment of higher education can make life so full and interesting. While at UW she actively sought to use all of the Student Support Service Program's offerings at the Instructional Center (IC), UW's Tutoring Center for EOP and SSS students, from counseling to academic assistance. Because of her persistence and hard work, she left UW in 1997 with a double degree in English-Creative Writing and Chinese Language and Literature. These degrees set the foundation for her graduate study in Creative Writing in Poetry. Hannah went on to earn a Master of Fine Arts in Creative Writing from the University of Massachusetts, Amherst.

Hannah then spent a year and a half writing and teaching in Nepal on a Fulbright Scholarship. During her time in Nepal, she researched and wrote about girl trafficking in South Asia. She also taught, while carrying out her research project, English as a Second Language to young women who had been rescued from India, restructuring their lives in Katmandu. While interacting with these young women and looking at things from their perspective, Hannah began to understand the impact that social and gender inequities could have on the most vulnerable of the population, the young girls from rural areas of a Third World country. This understanding is reflected in a set of non-fiction creative writings about girl trafficking that she presented to her colleagues at UM-Amherst. After the conclusion of her research project, Hannah taught university-level courses at the American-affiliated colleges in Nepal.

Hannah said, speaking of her experiences in Nepal, "I taught them English and they taught me a lot about everything else in life".

Upon her return to Seattle, Hannah was wanted to give back to the students at a place where she benefited so



Photo courtesy UW SSSP

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much from UW. She initially returned to IC as a writing tutor where she was a much sought after tutor because her rapport with students. After two years, in 2005, she was given a permanent position as a Writing Instructor and Summer Bridge Academic Administrator. She coordinated with professors, instructors, tutors and student leaders to schedule lectures, workshops and evening sessions, as well as her responsibilities for the Summer Bridge program. Hannah says that she derives a lot of satisfaction from sharing her educational and life experiences with minority college students in her role as an instructor. Hannah is definitely an excellent role model who continues to inspire students like herself to succeed in education and beyond.

Hannah has also studied abroad in London and Beijing.

Ericka Rivera
2005 TRIO Achiever Award
Student Support Services
Washington State University

Nominated by Dr. Raymond Herrera and Lucila Loera

"I realized that being a first generation college student was not easy. It was so hard to not be able to answer my parents' questions about college."

Ericka Rivera was racked with doubts about being in college. Questioning whether she had made the right choice to go to college. Questioning why she was in school. Asking herself whether she belonged at

Washington State University. Dealing with unfamiliar surroundings and language. Questioning her own abilities as a college student. Missing the comfort of family and friends. Feeling insignificant in large freshmen classes.

Ericka found the classes challenging and, in preparing for exams, usually felt that her studying was worthless because she did not understand what she was reviewing. But receiving a C- in one of her exams, the lowest grade in a class she had ever received, made her feel devastated. This crucial moment made her realize that determination alone was not enough to succeed in college. As she stated, "I needed to know how to play the game!" Realizing that she needed to get involved, she sought assistance, guidance and support. And found it in WSU's Student Support Services Program.

Through the guidance that SSS program provided, Ericka understood how college worked, what the language used in college meant, i.e., the difference between seeking a career versus earning a college degree. She also benefited in other ways from her involvement with SSS, such as meeting other students, building friendships, and finding study partners. As is common with students away from home for the first time, Erika was homesick, but the tutoring and mentoring that SSS provided helped overcome it.



Andy Angiak photo

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Half way through college, Ericka was selected as a Ronald E. McNair Postbaccalaureate Achievement Program scholar that provided her with better guidance for careers and college education. It instilled in her the confidence and encouragement necessary for success in higher education, that it was not about social class and financial stability, but that she had the right to college education. She also realized that it was her responsibility to make most of the opportunity in front of her.

Ericka became involved in extra-curricular activities that sought to provide guidance and assistance for newly admitted WSU Chicano(a)/Latino(a) students, becoming a Student Mentor to many. She promoted TRIO programs on the campus, participated in and organized the annual conference of the Children of Aztlan Sharing Higher Education (CASHE). CASHE encourages high school students to pursue higher educational opportunities. It introduces these students to campus environments, participate in workshops and college student panel discussions so that they might gain insight to and develop better understanding of colleges and higher education. Ericka has continued her involvement with students in a variety of ways, advocating for TRIO programs in many meetings and gatherings, organizing activities for TRIO participants and meeting their needs on a daily basis. One of her greatest experiences was in helping to organize the 2004 NASP Spring Conference in Spokane, WA. and has continued to develop professionally, such as participating in two study abroad experiences and, most recently, in a faculty-led trip to Thailand sponsored by the WSU International Business Institute. Today Ericka works for the Washington Mutual Bank as a Premier Achieving Career Education Management Trainee (PACE) Program.

TRIO programs did not just assist Ericka in becoming a successful student, they also helped her go above and beyond academic success.

**Terie Dreussi Smith
Monday Keynote Speaker**



Andy Angaiak photo

Terie Dreussi Smith lives in Marion, OH where she has served for more than nine years as Supervisor of Prevention Services at the Morrow County Council on Drugs & Alcohol, Inc. She is a former school teacher and currently serves as adjunct faculty for several colleges in Ohio. Ms. Smith's address was based on the book, "Bridges Out of Poverty: Strategies for Professionals &

Communities," of whom she is the co-author, that states the world of work and school are based on middle class rules. Those who wish to succeed must learn the hidden rules of this culture and the consequences of not understanding the hidden rules, characteristics, and language structures that shape the behavior of each other's cultures.

Message From your President:

KATHLEEN McNEILL

"There are only two forces in the world, the sword and the spirit. In the long run the sword will always be conquered by the spirit."

I remember that when I accepted the role of President of NASP that I spoke of my desire to focus on the spirit and passion that my friends and colleagues in NASP have so often inspired me with. As we once again face the challenges of a new year in our various TRIO and other educational opportunity programs,



Andy Angaiak photo

I would like to remind you of the power of the spirit to transform lives, including our own. Each of us in our work with students of all ages brings our passion and power to inspire, encourage, support and nurture

the spirit of those we serve and those with whom we serve. It is this passion and power that allows us to transform lives, to help students achieve their dreams and in so doing feeds our own spirits, and transforms our small sphere of influence.

It is for this reason that I would like to remind you of the above quote to offer you hope and promise for the future, for the future of TRIO and for the future of our country and of the world. I implore you to take the time to nurture your own spirit, for in the nurturing of our own spirit are the seeds of new life that we might share with others. Even good soil must be replenished if it is to nurture the seeds of life entrusted to it.

I also want to thank each and every one of you for your many contributions to our students, to our institutions and to our regional and national associations. Without your passion and spirit much would be lost in the world, and despite the many swords currently drawn, I am forever convinced that our spirit will prevail.

In Gratitude,

Kathy McNeill

Below you will find an outstanding editorial opposing the Bush administration's proposed TRIO budget cuts. Kudos to the North Carolina TRIO staff and students who inspired it.

A Needed Program (EDITORIAL) Winston-Salem Journal, Wednesday, March 1, 2006

High-school students whose siblings, parents and grandparents went to college before them often have help negotiating the college-application maze. But those without such family connections need nurturing programs such as Upward Bound, and Congress should not let the Bush administration cut funding for that program.

Upward Bound gets low-income students through high school and into college. It offers college tours, financial-aid workshops, SAT preparation, afternoon tutoring and summer programs. The program, which includes about 100 high-school students who participate in it at Winston-Salem State University, is one of many education initiatives on the chopping block in the Bush administration's proposed 2007 budget. The national program, one of the biggest and oldest of its kind, could lose about \$311 million - a loss that would eventually mean its end.

Critics say that the program fails to show that it works, and they say that most students in the program would be headed toward college regardless, as Laura Giovanelli reported in Friday's Journal. Money for it would be better spent improving high schools and keeping at-risk students on track to graduate, the critics say. And U.S. Rep. Virginia Foxx says the program needs to prove its effectiveness.

Yet supporters of the program make a good case for its having already done that. Ninety-one percent of students who complete the program go on to college, compared with 41 percent of students from all low-income families, according to the Council for Opportunity in Education, a national lobbying organization that supports programs such as Upward Bound. That organization notes that the U.S. Department of Education collects annual reports on Upward Bound but "for the most part, does not publish the results."

"So we have a lot of information, but not all of it, especially the positive parts, ever sees the light of day," said Susan Trebach, a spokeswoman for the Council for Opportunity in Education.

The Department of Education should make that information more readily available.

And Foxx and other politicians should listen to students such as Brittney Clinton, a freshman at WSSU who went through the program when she was at Glenn High School. "If it wasn't for the program, I wouldn't know a lot about college," Clinton said, adding that the program taught her how to balance work and class.

For Clinton and thousands of others, Upward Bound has been invaluable. Funding for it should not be cut.

2006 NASP Spring Conference

Three billion Chinese, Russian, and Indian workers have just stepped out onto the playing field that is currently being leveled by today's technology. Thomas Friedman calls this the "flat world", where employees will need to have highly trained skills in order to compete in the world's new knowledge economy. How will we prepare our TRIO students for this "flat world"?

Come to our NASP Spring Conference in Anchorage, Alaska, May 21-24, to learn how. Highlights include the University of Washington Technology and Model Programs Trainings, May 18-24, as well as the University of Idaho/NASP McNair's Directors Training. We will be ending our conference with an Upward Bound grant writing workshop led by the team of Deltha Colvin, Rozelle Boyd, and Keith Hori. Proposals for presentations are still being requested. See the conference website for details.

The listserv instructions have been updated. See:

http://www.ubets.pdx.edu/NASP/listserv_instructions.htm

The NASP board meetings minutes may be found at (at least what I have) on our regional web page. See: http://www.ubets.pdx.edu/NASP/nasp_board_minutes.htm

Also, we are still looking for more proposals for the Spring Conference. See:

http://www.ubets.pdx.edu/NASP/Spring06/Call_for_Proposals.htm

Conference home page may be found at:

http://www.ubets.pdx.edu/NASP/Spring06/Conference_Home.htm

Spring Conference Theme:

"Technology, Globalization, and Education: Preparing Students for a Flat World".

We are loosely basing our conference on a theme inspired by the book written by **Thomas Friedman, The World is Flat.**

Also, for those of you wanting to **view a video of Thomas Friedman** speaking at MIT, here is the link: <http://mitworld.mit.edu/stream/264/>

Phillip Dirks
Co-Chair

TRIO Training for Upward Bound Personnel

The University of Idaho and the Northwest Association of Special Programs, in conjunction with the 34th Annual Louisiana Association of Student Assistance Programs (LASAP) conference, present a Compliance-Based Performance Management Training based on the two-day federal site review process.

This process is used by the Northwest Region to evaluate TRIO programs for compliance with federal regulations and legislation.

This three-day training provides participants with insight to the federal site review process through evaluation of a sample project for compliance with the UB governing documents: legislation, regulations, OMB circulars, partnership agreement, grant award notification, and policy statements. The training begins with an overview of the site review process and the governing documents. Then participants are divided into small breakout sessions that allow hands-on experience and one-on-one interaction with the trainers/mentors.

Breakout sessions cover the following topics and provide working samples:

- Project Administration
- Evaluation of Project Performance
- Recordkeeping, Reporting & Participant Files
- Budget Management

Evaluation tools provided through this training:

The UI/NASP Compliance-Based Performance Management Training team recognizes that evaluation is an integral part of project management, and as such is emphasized during this training. As a participant, you will receive the following evaluation tools to ensure

the effective management of your project and to be better prepared in the event of a federal site review:

- Project Review Table
- Participant File Analysis Form
- Policy & Procedures Manual Template

For more information on how these evaluation tools can be utilized, go to: <http://www.educ.uidaho.edu/triotraining/UB/UB.pdf>

Where is the training?

The training will be held at the Sheraton Convention Center in Baton Rouge, Louisiana. A specially negotiated room rate of \$85 is being offered specifically for this training. **The room block closes on Wednesday, March 22**, so individuals interested in taking advantage of this training room rate/availability need to register right away.

When is it?

April 23-25, 2006

How do I register?

Registering is easy! Just complete one of the following options:

- Online: www.educ.uidaho.edu/triotraining and click on the Registration link
- E-mail: Contact Savona Holmes at sholmes@uidaho.edu; or
- Phone: Call the University of Idaho TRIO Training office at **208.885.9091**

Please remember that the training is limited to the first 60 participants, so make sure you reserve your place by registering today!

Friends of NASP & COE Announcements

•The nomination form for the **Friends of NASP Scholastic Achievement Award** are now available. Six awards of \$500.00 are available this year. Please distribute the nomination materials to your staff and fellow NASP members. Each NASP program is eligible to nominate two students from each of their projects. Completed nominations must be postmarked by March 31st, 2006. For more information please contact Julie Bu at jbu@boisestate.edu. Thank you for your support!

•Money Available to Help Students Attend the **COE Student Leadership Congress**. The NASP Board will again provide money to projects to sponsor four students at \$200.00, to attend following the COE National Students Leadership Congress, June

10-16th, 2006. Request will be considered for projects who submit student names and a complete budget to the NASP TRiO Pre-College Representative, Julie Bu, by May 12th, 2006. Projects will be selected using the guidelines as listed in the NASP Policy Manual on page 18; the manual is on the NASP website. Requests should be emailed to jbu@boisestate.edu. Money will be awarded to the project after the students attend the Congress.

Julie Bu
NASP Board Pre-College Programs Representative
Assistant Director
BSU TRiO Pre-College Programs
Educational Talent Search I and II and Upward Bound

FY 2006 Appropriations (Program Year 2006-2007)

By December 30th, President Bush signed into law (Public Law 109-149) the FY 2006 Labor, Health and Human Services, and Education Appropriations bill. This is the bill that funds TRIO programs for the 2006-2007 program year. That bill had originally funded TRIO at the same level as FY 2005, \$836.5 million (the current 2005-2006 program year.) However, in passing the Defense Appropriations bill, Congress included a 1% across-the-board cut in all discretionary spending (except for veterans' funding and funding for the wars in Iraq and Afghanistan.) This action brought the TRIO appropriation for FY 2006 to \$828.2 million.

Overall, when hurricane disaster relief in the bill is excluded, discretionary education funding in the bill signed by the President was \$651.3 million or 1.2% below the level provided in the previous year. This is the first year since 1986 that education funding provided by the federal government has been cut. This reduction in government support flies in the face of documented public sentiment. We know Americans care deeply about education and support college access programs.

Preliminary discussions with staff in the Department of Education suggest that the \$8.4 million that must be cut will not be taken from TRIO's primary student service programs. Rather, cuts will most probably affect the TRIO Partnership/Dissemination program which had been scheduled to be competed this year, and the TRIO training authority. Every effort will be made not to reduce the number of Talent Search and Educational Opportunity Center programs funded, but this might make it impossible to provide 3% increases to successful applicants or to raise the minimum grant to \$220,000.

To recap appropriations action for the year: Last February, President Bush, in his FY 2006 budget request, proposed eliminating both the Talent Search and Upward Bound programs. This would have reduced funding for TRIO to \$376.5 million. In June, the House of Representatives passed HR 3010 which restored funding for Talent Search and Upward Bound and maintained TRIO funding at \$836.5 million. The Senate passed its version of HR 3010 which included \$841.5 million for TRIO (\$5 million had been added on a voice vote in an amendment offered by Senator Mary Landrieu [D-LA].) In conferencing the House and Senate versions of the bill, the \$5 million added in the Landrieu amendment was dropped and the conference report included \$836.5 million for TRIO. The conference report, after originally being rejected by the House, finally passed by just two votes (215-213) on December 14. The Senate passed the bill by voice vote on December 21.

SNAPSHOT OF NASP TRIO PROGRAMS

ALASKA TRIO PROGRAMS

NUMBER OF FEDERAL TRIO PROGRAMS: 11

EOC - 1
ETS - 4
SSSP - 3
UB - 2
UBMS - 1

FEDERAL FUNDING: \$3,178,632

PARTICIPANTS SERVED: 3,947

IDAHO TRIO PROGRAMS

NUMBER OF FEDERAL TRIO PROGRAMS: 22

EOC - 3
ETS - 4
SSSP - 5
UB - 4
UBMS - 2
McNair - 2
TRIO Training - 1

Dissemination - 5 Partners

FEDERAL FUNDING: \$6,421,672

PARTICIPANTS SERVED: 7,802 + 5 Dissemination Partners

OREGON TRIO PROGRAMS

NUMBER OF FEDERAL TRIO PROGRAMS: 37

EOC - 1
ETS - 8
SSSP - 17
UB - 8
McNair - 3

FEDERAL FUNDING: \$12,043,575

PARTICIPANTS SERVED: 9,152

WASHINGTON TRIO PROGRAMS

NUMBER OF FEDERAL TRIO PROGRAMS: 54

EOC - 3
ETS - 7
SSSP - 24
UB - 12
McNair - 3
TRIO Training - 2
Dissemination - 3

FEDERAL FUNDING: \$24,271,313

PARTICIPANTS SERVED: 23,308 + 10 Dissemination Partners

TOTAL NASP TRIO FUNDING:

\$45,915,192

TOTAL PARTICIPANTS SERVED:

44,209 + 15 Dissemination Partners

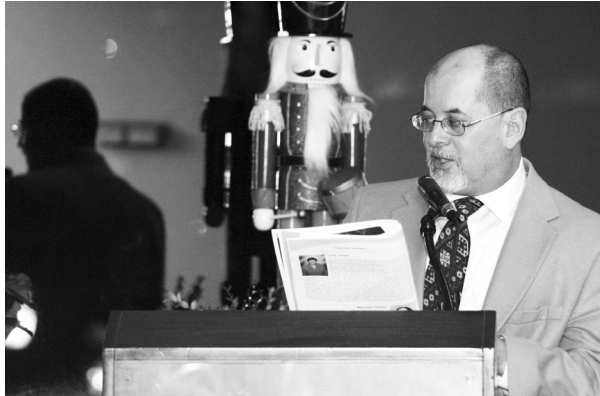
State Sort of TRIO Program Totals Compared to Impact of Proposed FY07 Budget Elimination of Talent Search and Upward Bound Programs

State	Total of All TRIO Programs				Impact of FY07 Talent Search & Upward Bound Cuts			
	TRIO Projects	TRIO Students Served	TRIO Funding	Funding Ranked	Projects Impacted	Students Affected	Funding Eliminated	Rank
Alaska	11	3,912	\$3,626,069	50	7	1,787	\$2,391,211	47
Alabama	99	37,242	\$33,654,859	4	63	22,373	\$19,879,817	3
American Samoa	2	210	\$439,587	58	1	50	\$220,000	58
Arizona	32	12,034	\$9,752,675	34	16	4,762	\$5,047,683	35
Arkansas	70	22,833	\$21,037,483	10	31	9,912	\$10,409,612	16
California	236	69,756	\$72,212,541	1	135	47,508	\$44,758,527	1
Colorado	42	18,412	\$13,220,916	26	19	6,430	\$6,278,827	29
Connecticut	12	6,700	\$4,208,954	48	8	2,875	\$2,520,697	44
Delaware	16	2,646	\$4,529,113	45	11	1,964	\$3,267,131	41
District of Columbia	17	18,657	\$9,475,267	35	12	15,012	\$7,170,343	25
Federated States of Micronesia	6	1,135	\$1,666,528	53	5	975	\$1,430,839	51
Florida	69	20,601	\$19,226,460	13	38	11,515	\$10,962,509	14
Georgia	60	27,287	\$19,527,366	12	38	13,545	\$13,028,900	9
Guam	5	1,625	\$1,501,875	54	3	1,290	\$955,594	56
Hawaii	18	5,565	\$5,598,826	42	9	2,622	\$2,869,176	43
Idaho	20	7,502	\$5,724,422	41	10	3,508	\$3,217,818	40
Illinois	114	30,888	\$32,532,596	5	59	19,807	\$17,989,826	4
Indiana	43	13,154	\$12,952,182	27	22	7,151	\$7,153,727	26
Iowa	55	17,539	\$16,008,849	23	28	9,947	\$8,674,743	23
Kansas	47	13,613	\$12,886,341	28	22	6,668	\$6,340,372	30
Kentucky	59	20,891	\$18,084,748	18	32	10,282	\$10,687,741	12
Louisiana	52	17,170	\$18,933,678	15	35	11,670	\$12,831,089	10
Maine	20	6,743	\$6,860,143	40	9	2,060	\$3,140,977	42
Marshall Islands	1	70	\$325,362	59	1	70	\$325,362	59
Maryland	39	13,586	\$12,585,693	30	20	5,426	\$6,488,633	28
Massachusetts	53	21,864	\$17,575,785	20	26	7,947	\$8,920,481	22
Michigan	59	14,733	\$19,724,057	11	30	7,419	\$10,803,537	13
Minnesota	58	15,448	\$18,499,038	16	28	7,002	\$9,033,298	20
Mississippi	36	11,855	\$10,975,244	31	17	7,359	\$5,773,210	32
Missouri	56	20,244	\$16,532,975	22	27	4,862	\$7,672,352	24
Montana	26	8,996	\$8,333,330	38	11	3,366	\$3,780,471	39
Nebraska	28	7,640	\$7,927,896	39	13	2,809	\$3,737,022	38
Nevada	16	4,465	\$4,329,118	47	9	1,775	\$2,601,388	45
New Hampshire	8	2,020	\$2,764,627	51	3	1,310	\$1,381,630	52
New Jersey	41	11,398	\$12,698,411	29	20	7,336	\$6,853,290	27
New Mexico	32	13,092	\$10,049,946	32	13	5,911	\$4,595,601	36
New York	110	32,135	\$34,593,204	3	50	19,219	\$17,762,184	5
North Carolina	79	25,899	\$23,111,581	7	37	12,226	\$11,595,248	11
North Dakota	17	5,017	\$4,924,387	44	7	2,505	\$2,051,084	49
Northern Marianas Islands	3	900	\$999,121	56	2	720	\$763,432	55
Ohio	72	24,829	\$22,545,125	9	40	12,528	\$13,203,596	7
Oklahoma	83	27,925	\$24,750,998	6	51	14,251	\$15,063,692	6
Oregon	37	9,518	\$9,795,196	33	16	5,281	\$4,363,861	37
Palau	4	960	\$1,048,231	55	3	780	\$803,496	54
Pennsylvania	73	25,734	\$22,788,228	8	38	14,419	\$13,143,687	8
Puerto Rico	53	21,539	\$17,545,055	21	26	10,649	\$8,742,839	19
Rhode Island	5	5,500	\$2,493,189	52	2	900	\$1,088,093	53
South Carolina	64	22,611	\$19,191,342	14	31	11,441	\$10,445,579	17
South Dakota	15	2,975	\$4,331,790	46	6	1,326	\$2,004,110	46
Tennessee	63	20,499	\$18,204,613	17	34	10,120	\$10,389,851	15
Texas	189	55,594	\$56,375,848	2	101	26,240	\$31,794,633	2
Utah	27	9,477	\$8,469,692	37	15	6,510	\$5,078,305	33
Vermont	16	5,097	\$4,944,883	43	7	1,605	\$2,188,978	48
Virgin Islands	1	116	\$578,158	57	1	116	\$578,158	57
Virginia	50	17,620	\$15,088,615	24	28	8,955	\$8,723,012	21
Washington	49	14,702	\$14,889,306	25	19	5,185	\$6,086,161	31
West Virginia	30	9,203	\$8,691,855	36	15	3,668	\$4,666,234	34
Wisconsin	61	13,448	\$18,067,314	19	30	6,354	\$9,189,463	18
Wyoming	12	4,953	\$3,856,967	49	5	1,461	\$1,669,104	50
Totals	2,671	877,777	\$823,267,658		1,395	452,764	\$454,588,234	

**A Note from Adan Tijerina,
NASP Past-President:**

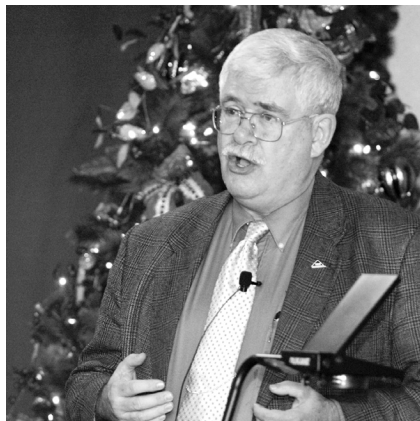
NASP BOARD OF DIRECTORS VACANCIES

It seems that opportunity is always knocking. The NASP Spring 2006 Conference and the Nominations Committee are calling you to volunteer for an office of leadership or at least nominate someone. There already is a slate of candidates that will be announced at the conference but nominations are open for College Representative, President-Elect, NASP Treasurer, Active Non-TRiO Representative, Idaho State President and Washington State President. Descriptions for these positions are being developed and hopefully will be available for review at the conference. Meanwhile the NASP By Laws have reference points and are available on the NASP website. NASP needs to constantly be building new leaders. This is your chance to have your leadership talent recognized in another meaningful way. ¡Gracias!



**THOMAS G. MORTENSON
NASP PRESIDENT'S BANQUET
KEYNOTE SPEAKER**

Thomas G. Mortenson provided the keynote address during the 2005 NASP Fall Conference President's Banquet. He addressed the "Growing Gap Between Reality & Policy in Opportunity for Higher Education." Dr.



Mortenson is Senior Scholar at the Pell Institute for the Study of Opportunity in Higher Education in Washington, D.C. and is also an independent higher education policy analyst. His address focused on opportunity for higher education and training and the ways public policy fosters or impedes access to that opportunity. Dr. Mortenson's special concern is for populations that are under-represented in higher education. His studies have addressed academic and financial preparation for graduates and the enrollment consequences of the cost-shift from taxpayers to students that have been underway for the last 20 years. He is also the current editor and publisher of Postsecondary Education OPPORTUNITY, a monthly research letter devoted to analysis and reporting on the demographics, sociology, history, politics and economics of educational opportunity after high school.

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