Taking GEAR UP and TRIO Programs Online During 2020

David R. Arendale, Editor

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The Education Opportunity Association (EOA) and the University of Minnesota sponsor the EOA Best Practices Clearinghouse.

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Purpose of this report. During this pandemic crisis, TRIO and GEAR UP programs are innovating how to take their programs online and meet student needs. The Educational Opportunity Association expanded its Best Practices Clearinghouse to include administrative and teaching practices to take TRIO and GEAR UP online. The information in this report is based on the content contributed by programs from across the U.S. https://besteducationpractices.squarespace.com/online-resources Contributions came from across the nation and included each GEAR UP and TRIO program category.

Background on the EOA Best Practices Clearinghouse. We are the first group of federally-funded programs to create our own best practices clearinghouse. Rather than relying on practices developed by others, we created an online program manual of what works with our TRIO and GEAR UP students. Since 2010, the EOA (formerly MAEOPP) Best Practices Clearinghouse has been your online program manual for best practices to improve success of low-income, first-generation college, and historically-underrepresented students involved in TRIO and GEAR UP programs. Programs often do the same categories of activities, but each does them differently as they are contextualized for the students. You are invited to join our efforts by sharing your best practices with others.

The EOA Best Practices Clearinghouse identifies, validates, and disseminates practical activities and approaches to improve success of students who are low-income, first-generation, and historically underrepresented in education. Rather than looking to others for solutions, the federally funded TRIO and GEAR-UP grant programs have the expertise needed. The key is sharing it more widely and comprehensively with each other. The co-sponsors for the Center are EOA and the University of Minnesota.

The practices in this directory represent each of the five major TRIO grant programs: Educational Talent Search, Upward Bound, Educational Opportunity Centers, Student Support Services, and the Ronald E. McNair Postbaccalaureate Achievement Programs and also GEAR UP programs. For readers unfamiliar with TRIO programs, a short history is provided on the following pages. While the education practices come from TRIO programs, they could be adapted for use with nearly any student academic support and student development program. TRIO and GEAR UP programs are incubators of best practices to serve the needs of historically underrepresented students and the general student population.

In case you would like to learn more about the EOA Best Education Practices Clearinghouse, visit the website at https://besteducationpractices.squarespace.com

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Background of the EOA Best Practices Clearinghouse
and Federal TRIO Programs

History of the EOA Clearinghouse

For decades, leaders like Clark Chipman, former regional administrator for the U. S. Department of Education, and David Arendale, former president of the National Association for Developmental Education, advocated for a one-stop shop to locate education practices that had undergone rigorous evaluation by an external expert panel to validate their effectiveness. A quick search of the Department of Education website or even the online ERIC database reveals little to guide effective practices. During the past decade, Clark Chipman and David Arendale worked with EOA (formerly MAEOPP) to develop a pilot center to highlight effective practices from TRIO and other education opportunity programs administered by EOA members. The EOA Clearinghouse became operational in 2011. A partnership between EOA and the University of Minnesota operates the pilot best education practices center.

A precedent for a national information dissemination program existed for several decades in the Education Department's Office of Educational Research and Improvement (OERI). Within OERI was the Program Effectiveness Panel (PEP). PEP reviewed educational practices submitted by educators. Through a rigorous evaluation process, some practices were "validated." These validated practices were disseminated to the education community. OERI's National Diffusion Network (NDN) provided grants to a selected number of PEP certified programs for national dissemination. Due to budget cuts, both PEP and NDN were eliminated in the mid- 1990s. The EOA National Best Practices Clearinghouse is unique since the NDN focused nearly exclusively on curriculum and pedagogy at the elementary and secondary level. Instead, this center focuses on first-generation and historically underrepresented students meeting eligibility guidelines for TRIO and GEAR UP programs at the secondary and postsecondary level. The same validation process could also be applied to other federally funded programs to identity promising and best practices.

History of TRIO

One of the priorities of the Civil Rights Movement and President Lyndon B. Johnson's War on Poverty was reducing barriers to education for historically underrepresented students. These students were defined as low-income. Later this definition grew to include students who were both low-income and the first-generation in their family to complete a college degree. The Economic Opportunity Act of 1964 created the *Upward Bound* (UB) Program, which focused on high school students. The following year, *Talent Search* (TS) was created through the Higher Education Act (HEA) to provide outreach services to middle and high school students. In 1968, *Student Support Services* (SSS, originally named *Special Services for Disadvantaged Students*) was created through an amendment of the HEA to serve college students. These three federally-funded programs were known collectively as "TRIO." With reauthorization of the HEA in 1972, the current and subsequent TRIO programs were consolidated within the Office of Higher Education

Programs. The original programs were expanded to provide more services to youth 6th grade through college: *Educational Opportunity Centers* (EOC, 1972), *Upward Bound Veterans Program* (UBV, 1972), *Training Program for Federal TRIO Programs* (1976), Ronald E. McNair Postbaccalaureate Achievement Program (1986), and *Upward Bound Math/Science* program (1990). EOC, UBV, and McNair serve students who are not necessarily considered youth. More than 750,000 students, 6th grade through college, from disadvantaged backgrounds are currently served by nearly 2,800 programs nationally. While differences in emphasis guide TRIO program categories, these programs are committed to providing academic enrichment, tutoring, counseling, mentoring, financial training, cultural experiences, and other supports (McElroy & Armesto, 1998; USDOE, 2014).

History of GEAR UP

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was created in 1998 as part of the reauthorization of the Higher Education Act of 1965. This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year or seven years grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

As mandated by the legislation, GEAR UP grantees seek to increase postsecondary access and completion by promoting the following:
- Information to students and parents (e.g., appropriate information on college preparatory courses, cost of college attendance, financial assistance and different programs of study).
- Individualized academic and social support to students.
- Parent involvement in education.
- Educational excellence.
- School reform.
- Student participation in rigorous courses.

To further these objectives, GEAR UP grantees are charged with establishing strong and lasting partnerships among school districts, colleges and other entities to operate the projects.

References
McElroy, E. J., & Armesto, M. (1998). TRIO and Upward Bound: History, programs, and issues--past, present, and future. *The Journal of Negro Education, 67*(4), 373-380. Retrieved from http://www.jstor.org/stable/2668137

Department of Education. *Federal TRIO and GEAR UP Programs web site.* http://www2.ed.gov/about/offices/list/ope/trio/

Table of Contents

Webinars for Taking TRIO and GEAR UP Online

The links are to recordings of Zoom meetings and webinars along with some handouts and chat room transcripts. The date at the beginning is when the meeting was recorded. These meetings were conducted by the Council on Opportunity in Education, EOA and other regional professional associations, and free webinars by Innovative Educators that are free, on-demand recordings of topics relevant for the GEAR UP and TRIO community for taking their programs online.

(7/1/20) Roundtable with Tech Tools to Work Online. Facilitated by two of our colleagues from SWASAP. Dr. Chris George, incoming COE Board Chair-Elect, and Matt Donovan, Commonwealth Education Opportunity Centers at Morehead State University and SWASAP Technology Committee Co-Chair**.** https://drive.google.com/file/d/1htNMFuYsu72j7f1e1rycRHPlhwOvgO0-/view?usp=sharing Topics include: video conferencing software, computer hardware, digital signatures, eliminating the digital divide through Internet connection sources, vendors that can help you virtually, and innovative ways to engage students.

(6/25/20) "Having the Talk: Ways to Have Race and Diversity Conversations with Your GEAR UP and TRIO Students." Dola Flake, Social Worker, Activist, Mother, Educator, 1st Gen, & TRIO Alumni https://drive.google.com/file/d/11B4EuG2omLgpe-4rr2JZISTMy-QWdrZY/view?usp=sharing In the midst of a pandemic and civil unrest, are you stressed about what to say or how to talk with your students; or your own children? We will tackle some of the challenges and talk through strategies and solutions to help ease the angst and tension in having difficult conversations. This will be an impactful and enriching discussion hosted by the Educational Opportunity Association.

(6/15/20) Roundtable for Working and Managing in a Virtual Environment. Moderated by DeAndre Butler**.** https://drive.google.com/file/d/1XcnyF3RUNiIxsPCZrItgw4_Z4cHWE7TB/view?usp=sharing This video is part of the professional development series hosted by the Educational Opportunity Association.

(5/8/20) Reflecting and Leveraging Your Leadership Journey. Former EOA Presidents, Andrew Cseter and Kay Monk-Morgan. https://drive.google.com/file/d/1AaLYbYrRds6uNY3q08apgdHcWfmT7bF1/view?usp=sharing This video is part of the professional development series hosted by the Educational Opportunity Association.

(6/11/20) Building a Carryforward Budget and Spending Options. https://drive.google.com/file/d/11-6xscle8lTDWh-N7HwOpdz1ar2WT5j5/view?usp=sharing Moderated by Adam Cinderich. This video is part of the professional development series hosted by the Educational Opportunity Association.

(5/27/20) Student Support Services Program Roundtable for Taking Program Online and Other Topics, Hosted by WAEOPP Chapter of EOA. https://drive.google.com/file/d/12APkyPz5lI5KMj8fXm02DN4ZCpWoTR_O/view?usp=sharing Immediately click the "play button to start. The following topics were discussed:

student and staff mental health and student assessment, summer policies and procedures, virtual work study options, budget spend down ideas, student stipend processing, documenting and reporting, in-person programming, cool ideas, and additional questions.

(5/20/20) Upward Bound Program Roundtable for Taking Program Online and Other Topics, *Moderated by WAEOPP President, Angie Hugdahl and Past EOA President, Roxanne Gregg* https://drive.google.com/file/d/1iE2gyYDGayywMBE8Cb4iHo2EThxoxyh-/view?usp=sharing Immediately click the "play button to start. The following topics were discussed: student and staff mental health and student assessment, summer policies and procedures, virtual work study options, budget spend down ideas, student stipend processing, documenting and reporting, in-person programming, cool ideas, and additional questions.

(5/5/20) McNair Scholars Program, *Moderated by Shanna Eggers, Donte McFadden, and Vicki Ampiaw-Davis* https://drive.google.com/file/d/1yYGtfgssnIbfLJFwyFKboJmUvLubmrDv/view?usp=sharing Immediately click the "play" button to start. The circle whirling in the center of the screen will then disappear and the video will begin.

(5/5/20) Talent Search, *Moderated by Kailee Laplander* https://drive.google.com/file/d/1PNH4MeCHtHVJe19eD3hGcwk_zW5rTdpJ/view?usp=sharing Immediately click the "play" button to start. The circle whirling in center of screen will then disappear and video will begin.

(5/5/20) Upward Bound/UB Math Science, *Moderated by Angie Hugdahl* https://drive.google.com/file/d/1jIkhRt64SLaWZwjpUwaQ2rSYf1Sa0dfE/view?usp=sharing Video not available. Click to download the chat room transcript.

(5/5/20) Student Support Services Roundtable for Taking Program Online, *Jeff Galligan, Wisconsin Association of Educational Opportunity Program Personnel (WAEOPP)* Click to view notes of this roundtable meeting *Handout #1:* https://drive.google.com/file/d/1cl5QUYf0Ak_F72URb60r_K4nHJoRsSZQ/view?usp=sharing *Handout #2*: https://drive.google.com/file/d/1kXUhmtC9x7z4860-SNdC-Ebgkdvcue8m/view?usp=sharing

Supporting Students and Yourself during a Time of Crisis. COE https://zoom.us/rec/play/7JMpdrqhrD43Ttyc5gSDVvZ9W9W9JvishCMcqPoJn0ewWiVQMQWmZbFBZrfanKe7tSyo6_uqPZy972Ux?_x_zm_rhtaid=643&_x_zm_rtaid=cHeX-acrS6C5I7ImUXvdRg.1588364212660.a23959a33ec248fc749852ff0a449a74&continueMode=true Click for PP slides of the presentation, https://drive.google.com/file/d/13UoNdgIYVQ-FBLdPGfDxv4PlMuJTjcRv/view Skip ahead about 30 minutes for beginning of webinar.

Innovative Educators: This is a link to their FREE webinars related to going online. They are reputable educators who have served the community for years. https://www.innovativeeducators.org/collections/free-training-innovative-educators

Following are some FREE webinars of possible interest to TRIO and GEAR UP that can be watched anytime on-demand. While they were not created by TRIO/GU personnel, the basic principles could be applicable to most programs.

To access the FREE webinars, you will need to register by placing your contact information in a form. Then you will "purchase" the FREE webinar and receive the link for watching it. My guess is that you will then be on the Innovative Educator email mailing list. If you don't like the information, look for the tiny "unsubscribe" button at the bottom of the web page.

How to Quickly Move Your Orientation Program On-Line,
https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/how-to-quickly-move-your-orientation-online-responding-to-covid-19

Designing Online Orientation For Community Colleges,
https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/designing-online-orientation-for-community-colleges

Moving Your Classes Online: How To Prepare & Support Learners & Instructors,
https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/imoving-your-classes-online-how-to-prepare-support-learners-instructors

Advising & Counseling Online: Responding Effectively To Academic & Mental Health Issues, https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/advising-online-responding-effectively-to-academic-mental-health-issues

Taking Student Services Online In Response To Covid-19,
https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/taking-student-services-online-in-response-to-covid-19

Training Tutors For The Online Environment,
https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/training-tutors-to-tutor-online

Selecting Online Student Services For Gen Z,
https://www.innovativeeducators.org/collections/free-training-innovative-educators/products/selecting-online-student-services-for-gen-z-817

Comprehensive Manuals and Approaches for Taking Your GEAR UP and TRIO Program Online

Multi-Page Manuals of Taking A Program Online

Comprehensive Plan for Taking SSS Online. *Dr. Jeff Galligan, Director, Men of Excellence & TRIO Student Support Services, Madison Area Technical College* (WI) https://drive.google.com/open?id=1nT7Jvp0iFuuCd6aU7mY4TT-pynsbgi3w The plan includes communication activities, internet access/equipment, tutoring, Blackboard Ultra, student employees, social media, and recruiting.

Comprehensive Plan for taking McNair Scholars Program Online, *Anthony Albecker, Director, McNair Scholars Program, University of Minnesota-Twin Cities.* McNair COVID-19 FAQ and Resources Booklet, https://docs.google.com/document/d/14q0ROn3k3XS-iL3Sth2ZfDhyhOScZf1pATkNynVsYkg/edit > <Council for Undergraduate Research Resource Library, https://community.cur.org/resources/communitylibraries.
The University of Minnesota TC TRIO McNair's Covid-19 response is guided by these themes: #Do something! #compassion! #community! The initial weeks of COVID-19 response was individually reaching out to students by Zoom, phone and a YouTube video to check-in on safety/well-being and remind them that we are accessible as-needed. Students expressed gratitude for the outreach and shared their adjustments to virtual learning formats as University courses transitioned to online. We created a dynamic online <McNair COVID-19 FAQ and Resources Booklet> tailored to students at different phases of the program. While in COVID purgatory, we converted key documents and forms to online, supported our scholars navigating fall 2020 graduate school admission decisions, staged our CANVAS course management system, consulted widely with stakeholders, etc. We are versing ourselves on amazing resources such as the Council for Undergraduate Research Resource Library, Doing Field Work in a Pandemic Resource Guide and virtual poster symposium resources, etc. We are working on a TRIO McNair Virtual Operations manual of sorts to guide us and our broader professional communities and University colleagues.

Going Virtual Manual (tips and suggestions), *Diana Carbajal, Executive Director, Haysville GEAR UP, Wichita State University (KS).* Going Virtual Manual**,** https://drive.google.com/file/d/1BI_O1Qc0H_9ipAj7IoXx4i2t6EKaSpPe/view?usp=sharing HGU compiled a 15-page manual of all the information and resources that have helped us throughout this transition. It is visually friendly (stayed away from narrative) and focused on the main points (info graphs). Some of the information will be redundant or not "new", but I hope there are some golden nuggets that can help (we provided several examples too).

Comprehensive Approaches of Taking a Program Online

Comprehensive Plan for Taking Upward Bound Online. *Natalie Fabretti, Program Adviser, Upward Bound, Monroe Community College (NY).* We have done many things to move our program online. Some of them have been successful and others have completely failed. I think the mindset of trying new things and learning from them is critical to this season. Having a growth mindset is always important but during an emergency, it is even more important because it stops us from getting stuck or depressed despite difficult circumstances. The growth mindset says that we can get better at anything by practicing with good coaching. In the case of not having an expert in crisis management, growth mindset also means using every circumstance as a learning opportunity rather than a definitive success or failure. Now that I have established the foundation on which our program is making its decisions, let me share a few of them with you:

- We moved our files to a shared Google Drive so that records can be updated in real time and simultaneously as we do not have real time communication for every time we want to update our records with each other given that every student interaction we make is documented.
- To move onto Google, we had to share usernames and passwords and contact each other to verify legitimacy.
- We use conference calls to connect as a staff every morning so we can communicate what we would have in the hallways or stopping by each other's offices.
- We use Google forms to check in with students and we have been getting to know our students in a different way because of these check ins
- We took tutoring online using Tutor Ocean and then dropped it for Zoom tutoring so that more than one student could work with a tutor at a time.
- We go "live" with updates on our Facebook page every M-R
- We started a new series called Things I Wish I Knew where I leveraged relationships with friends who were willing to make videos about what they would do differently in high school knowing what they do now. The speakers (when available) have been joining our Zoom call for a live Q and A after the video. This has brought in the most students so far.
- We have been sending out cards and items that go along with our speaker's discussion to the students who attend.

If you're interested in more of what we are doing, you can follow us on Facebook @UpwardBoundMCC

Comprehensive Plan for Student Support Services Program Going Online. *Dr. Rabekah D. Stewart, Executive Director, TRIO Programs at Missouri State University, Springfield, MO.* My TRIO Student Support Services program has been transitioning to a primarily virtual program as a result of the Covid-19 crisis. We have continued tutoring, academic advising, and workshops by using Google Hangout, WebX, Zoom, and our social media platforms; Instagram and Twitter. The mentoring program has continued to gather for social activities and peer mentoring. While the students enjoy structure during their academic activities and advising; they have a place to relax with peers in the TRIO Lounge. In the lounge the students have a 'hot topic' to discuss, listen to music, watch

movies, and even play games. And I think they surprise themselves when the conversation focuses back on their academics. None-the-less, this is a space for them to come and connect with others and take a break from their new, and often uncomfortable, normal.

Crisis Management Plan for Educational Opportunity Center Program. *Frances Ervin, Executive Director, Educational Opportunity Centers Program, Wichita State University (KS).* During a crisis, there are two phases programs need to operate within and they are: Phase I Damage Control and Phase II Recovery. As long as the crisis is active, the program must operate in Phase I Damage Control. The Recovery Phase begins only once the crisis is over. Examples of the plan include communication strategies, use of virtual learning platforms, and online program orientation portal. This two-phase model for dealing with the current crisis could be applied in other situations in the future.

Plan for Taking McNair Scholars Program Online, *Janis Johnson, Director and Melissa Melgar, Assistant Director, St. Olaf College (MN).*
- Individual Meetings: We have been contacting every one of our students via google meet. Topics include:
- Their current location (and whether it is a "preferred" setting or if they need assistance securing other housing options), internet access, and quality computer access. We refer students to free internet access or resources for purchasing equipment.
- Checking in on how online classes are going (quiet study location, connection with other students and faculty, workload, communicating concerns to faculty, change in grading, etc.)
- How they are handling the stress associated with the COVID pandemic and working to address their individual needs (living at home, family losing income, siblings taking online classes, creating a daily schedule, sleep, chores, etc.)
- Plans for summer internship or research opportunities. If their plans have been cancelled or postponed, we brainstorm other options and give them an "assignment" to contact specific professors or programs offering online opportunities.

Additional services:
- Our program offered a group workshop on Test Taking Strategies and Services and Resources (counseling, tutoring, academic study skills, graduate school preparation, summer online opportunities, etc.) that are available online at St. Olaf.
- We have informed our scholars that this summer McNair will be virtual and our Research Writing class will be offered online.
- We are working directly with our Residence Life director to procure summer housing on campus for students who are homeless or who are temporarily living with friends in the short term but do not have a more permanent home to go to for the summer. These students can contact the director to explain their circumstances and request an exception to live on campus this summer.
- We are in contact with faculty mentors who have transitioned their research to be conducted online to insure that our Scholars are prepared to begin research at the end of May.

- For juniors, we discuss GRE preparation including deciding on a date to take the GRE, GRE fee reduction waiver, and determining a realistic study plan. We are planning how to conduct GRE preparation this summer, including offering Magoosh paid by college dollars.
- For seniors, meeting with them via google meet to discuss financial aid offers and helping them make the decision about which graduate program to attend and how to connect with the graduate department and faculty regarding questions they may have.

Moving the Upward Bound Program Online, *Tricia Wilkinson, Program Director, Upward Bound University of Minnesota-Twin Cities.*
- Communication activities: called every student to take a holistic assessment of needs; hosted a parent/family 'check in' via zoom last Saturday to assist families better understand high school requirements, UB requirements, family needs and summer questions. We utilized Zoom and breakout rooms to host Spanish, Hmong and Somali language. Called all families to verify current and correct contact information (phone and email). Post on social media announcements. Communicate with our school district consistently.
- Provision of needed equipment: distributed 25+ computers/iPads to students - weekly classes
- Curriculum: resumed online last week via Zoom
- Academic support: daily tutoring resumed last week via Zoom
- Human relations: retained all student staff who wanted to continue working
- Advising: 1:1 and group forums has moved to zoom. Advisors are already on school staff email listserv, so that is nice staying informed at each school.
- Online access to information: utilizing google drive to work with students. Have created folders of resources, program information, high school information, etc. A one stop place organized by needs and questions

Comprehensive Model for Taking the McNair Scholars Program Online, *Kathleen Rivers (Kat) Director, McNair Scholars Program Sul Ross State University (TX)* We have been contacting our students weekly and split our large group among the staff to better serve individual needs. Also we gave them a soft assignment to write a personal statement on another student. This gave them a chance to engage and get to writing again. The scholars have bi/weekly meetings to check in and do workshops together. This next week we are having an ugly pajama party workshop online to have some fun. The monthly newsletter has our mascot for this group which is McNair the Hare which they can find for a prize. Our program is currently developing a workshop that involves a game element to get them thinking of something else other than the current situation and also develop skills for graduate school. Lastly we keep in constant contact with mentors and advisors to make sure our students and their families are doing well. The summer McNair program will be online. Our department had anticipated this and we were already working out strategies for the summer event. For example developing videos chat sessions with experts on how to take the GRE, getting practice tests and discussions loaded. Contacting professors or graduate students for private tutoring for some of the GRE sections. Also getting our students to continue on their portfolios and having them present them this summer. This isn't all we are doing.

Zoom, Platforms, and Other Technology Resources

TRIO or GEAR-UP Specific Applications of Technology

Podcasting Academic and Career Counseling for Post 9/11 Veterans Upward Bound Program. *Wichita State University (KS)* (approved **Promising Practice** 10/15/13) https://drive.google.com/open?id=1Yu7VqYhAx06XsqYbzdXNrhnuN6TwDCSX Adding audio podcasting to the Upward Bound Veterans program allows our students to listen to important information when and where they want. Podcasting is a simple way to provide information through the human voice some students prefer rather than reading a handout. Listening to audio and video podcasts has rapidly grown recently due to widespread ownership of iPods, smartphones, and desk/laptop computers. Podcasting can be as simple or complex as you want. The most important element is the quality of information and its direct relevancy to the listeners.

TRIO or GEAR-UP Case Studies of Using Online Platforms

Webex and Webex Teams Meetings for Upward Bound Programs. T*ony Holm, Assistant Director, Upward Bound, Centralia College (WA)*. Our institution provides access to **Webex Teams** and **Webex Meetings**. We have utilized **Webex Teams** for online tutoring in the past, so most of our students were familiar with the tool and had accounts already, but our newer students did not. To get students on **Webex Teams**, we created sets of instructions for creating a new account (for new students) or accessing and old account (returning students). Those instructions, along with an FAQ went out to all students and parents in an email blast. Most students were able to get logged into Teams from those instructions, and those who did not respond quickly received follow-up phone calls and emails. We only have one student who is not using the platform now. Students are divided into two groups right now. Our students who are taking classes at our institution through the state's Running Start program are one group. The rest of the students are the second group. This helps us better target groups with important information, such as accessing the college's online tutoring resources for those Running Start students. We are also using Teams for individual check-ins, which we have scheduled with each student. These can be text-based, or web-cam conversations, and we can share screens if we need to demonstrate something from our own computers. Looking forward: After some testing with students, we may use Webex Teams to divide students into their classes for the summer, which would allow teachers to communicate to specific groups about their class only. The advantage (hopefully) is students are going to be very comfortable navigating the technology by the start of summer programming.

Canvas and Zoom as Platforms for Student Support Services, *Lauri Besco, Director, Student Support Services, Southwestern Community College (IA).* Our college uses Canvas, so we already had a "course shell" set up for our TRIO workshops. Students can access any of those that they choose. Our tutor coordinator has our peer tutors providing tutoring on Zoom. We also set up a TRIO Café on Zoom that runs from 10:00-2:00 Monday-Friday. One of our staff is on during those hours to answer questions, provide advising or registration services, or just to be an "ear" if a student needs to vent. We're planning to add 1 hour each week on Zoom where students can join us to play a "virtual"

game like "name that song" or "Bingo." Each of our advisors has their own Zoom account for private advising with individual students as well. Our database allows us to send group texts and emails to notify students of weekly updates and new services as we adapt to these changes.

TRIO Blackboard and Use of Zoom for Student Support Services Program, *Mary Kellum, Coordinator, Student Support Services, Missouri State University-West Plains.* We have created a **TRIO blackboard**, managed by all the TRIO staff to present workshops, tutoring, and zoom for the students. Our first webinar on Job Interviewing goes live on zoom via blackboard today.

Technology Tools, Online Platforms, and Zoom Meeting Tutorials

Taking Your Teaching Online Course, https://www.teachertrainingvideos.com/free_online_course . **Five part series by Russel Stannard.** Units cover the following areas: Managing and teaching online; Putting content and activities online; options with online platforms; Planning and delivering live lessons; and Other key resources and tools.

- **Comprehensive Zoom Tutorials: Videos and Handouts**, https://it.umn.edu/technology/zoom This comprehensive resource provides handouts and short video tutorials for Zoom. Developed by the University of Minnesota, the tutorials also provide guidance for use with students and Canvas, the standard platform for learning management used by faculty members.

- **TutorOcean Platform**, https://higher-ed.tutorocean.com/coronavirus-help**.** During the Covid-19 crisis, the company is providing free access to its tutoring platform for use by students, parents, and educators. While initially designed for K-12 education, this platform might be useful for your college students.

- **Russell Stannard:** Useful tips and ideas for taking the pressure off when you delivering live session and linking to an online platform like Edmodo. In 16 minutes, he demonstrates integrating Zoom live sessions with a free platform and other online resources. https://www.teachertrainingvideos.com/online_exhausted

- **Russell Stannard Technology Training Tutorials**, website: <https://www.teachertrainingvideos.com/> YouTube Channel: <https://www.youtube.com/user/create1987> Mr. Stannard has been recognized as an award-winning classroom educator who has trained thousands how to use technology. In addition to tutorials on capturing and recording video such as Edmodo and Screen Cast O Matic, his most popular tutorials are on Zoom. He is considered the "go to" expert for Zoom for educators world-wide.

    o **Stannard on stopping "Zoom Bombing"** https://www.teachertrainingvideos.com/security_in_zoom

    o **Stannard on overview of using Zoom to teach** https://www.teachertrainingvideos.com/teach_online_with_Zoom

- o **Stannard on use of Zoom breakout rooms**
  https://www.teachertrainingvideos.com/complete_breakout_rooms_training

- o **Stannard on frequently asked questions regarding Zoom**
  https://www.teachertrainingvideos.com/Zoom_problems_solutions

- o **Stannard on guide to screen sharing using Zoom**
  https://www.teachertrainingvideos.com/zoom-screen_sharing_tutorial Be sure to have watched his video on Zoom bombing first

- o **Stannard on key settings for using Zoom**
  https://www.teachertrainingvideos.com/key_settings_when_teaching_with_zoom

Directory of Resources for Digital Storytelling http://www.arendale.org/digital-story-telling-resources The directory provides instructions, free music, free images, and examples for use of Animoto and other programs to create digital stories.

Create a Website in Five Minutes by Russell Stannard
http://www.teachertrainingvideos.com/on-line-business-tips-and-tutorials/creating-a-website-in-5-minutes-for-free.html Google "Sites" has been significantly improved to allow you to create a very professional website integrating text, photos, and video in just minutes.

Downloading Videos from YouTube by Russell Stannard
http://www.teachertrainingvideos.com/downYouTube/index.html This tutorial by Russell Stannard illustrates how to download videos from YouTube.

Guide to educational apps for mobile devices
http://academics.cehd.umn.edu/mobile/app-recommendations/ At the Univ. of MN, the College of Education has a selected directory of educational apps along with video tutorials and other resources to help teachers and students to use them.

Taking Academic Support Online for GEAR UP and TRIO Programs

Complete Report: Lessons Learned for Taking Study Group Programs Online, David Arendale (editor)
https://drive.google.com/file/d/1zI2rsJvQ3jUGleg0ddx1eJoShVSRapiN/view?usp=sharing
Survey responses of the forty-five program directors and previous publications on taking study groups online are integrated and then separated into separate topics. The lessons learned can be applied to a wide variety of uses within the GEAR UP and TRIO community with taking programs and services online.

Nettutor https://www.nettutor.com/ For over 20 years, NetTutor has offered live tutoring on-demand, question drop-off, and writing feedback. Tutors are subject matter experts trained in how to translate tutoring best practices and learning strategies to support students online, one student at a time. Over 150 subjects are offered, including live tutoring for Math, Writing, and Student Success available 24 hours a day, every day of the year. Go to their website to investigate contracting for services.

Connections to Tutoring for the Talent Search Program, *Larry Ramos, Director, Talent Search, Wichita State University (KS).* The use of **iTutor.com** https://itutor.com/ to facilitate the provision of tutorial services and connections to tutoring services provides academic support in a virtual setting. After students download weekly homework assignments from the school district's website or receive those assignments by mail, they may request tutoring assistance via the program's website, or email, text, or call to their assigned Talent Search Program Educational Advisor. Information including the student's name, email address, phone number, grade, and subject is collected by the program and forwarded to the iTutor.com team for further correspondence and instructions for students on logging in and tips on gaining the best experience possible from the online teacher. iTutor.com teachers download the assignments from the school district's website for maximum effectiveness. Tutoring is offered Monday-Thursday for one hour in math and language arts.

Publications/Training Materials for Online Study Sessions

Free online training tutorials for online teaching and study groups:
Russell Stannard, award-winning classroom educator who has trained thousands how to use technology and is considered the "go-to" expert on Zoom software
>Main website: https://www.teachertrainingvideos.com/
>Zoom video collection: https://it.umn.edu/technology/zoom
YouTube training for online tutoring and small groups, select playlist for "*online tutor training*" and "*tutor training*": http://z.umn.edu/lacyoutube URL for the playlist is https://www.youtube.com/channel/UCF_7MV_5oazCOu8VyWOchGg?view_as=subscriber

National Standards for Online Tutoring:
Association of Colleges for Tutoring & Learning Assistance (2019). *Principles, standards, and effective practices for quality online tutoring.* ACTLA
http://actla.info/online-tutoring-standards

Publications related to online peer study groups:
Annotated bibliography of 38 publications reporting research studies and techniques for online study groups, https://z.umn.edu/palprovidedonline Some publications are focused on the research study and provide few clues how they actually work. The following citations are publications that provide more information how their programs operate online.

The following publications from the annotated bibliography described above provide detailed information how the programs operate online and are also available for download online.

Alberte, J. L., Cruz, A., Rodriguez, N., & Pitzer, T. (2012). PLTL in pajamas: Lessons learned. *Conference Proceedings of the Peer-led Team Learning International Society Inaugural Conference*, Brooklyn, NY. http://pltlis.org/wp-content/uploads/2012%20Proceedings/Alberte-2012.docx

Beaumont, T. J., Mannion, A., P, & Shen, B. O. (2012). From the campus to the cloud: The online Peer Assisted Learning Scheme. *Journal of Peer Learning, 5*(1), 1-15. https://files.eric.ed.gov/fulltext/EJ1154814.pdf Excellent citations to other related literature regarding online learning.

Beckmann, E. A., & Kilby, P. (2008). On-line, off-campus but in the flow: Learning from peers in developmental studies. *Australasian Journal of Peer Learning, 1*, 61-69. http://ro.uow.edu.au/ajpl/vol1/iss1/8

Dawson, P. J. (2010). *Examining how an online mentoring model may support new Supplemental Instruction leaders.* (Ph.D. dissertation), University of Wollongong, Wollongong, Australia. http://ro.uow.edu.au/theses/3208/

Feder, E., Khan, I., Mazur, G., Vernon, T., Janke, T., Newbrough, Varma-Nelson, P. (2016). Accessing collaborative online learning with mobile technology in Cyber Peer-Led Team Learning. http://er.educause.edu/articles/2016/4/accessing-collaborative-online-learning-with-mobile-technology-in-cyber-peer-led-team-learning

Finney, K., Musil, O., Tram, A.-L., & Trescott, S. (2018). Standard Operating Protocol: Virtual Supplemental Instruction. San Diego State University. San Diego, CA. the document provides detailed instructions for how they record, edit, and offer VSI. https://docs.google.com/document/d/1wqqrdSdsLTvRCStwutoLMWyCH2Xz8vznjU1OLm11Sx8/edit?ts=5c7fff6b#

Huijser, H., Kimmins, L., & Evans, P. (2008). Peer assisted learning in fleximode: Developing an online learning community. Australasian *Journal of Peer Learning, 1*, 51-60. http://ro.uow.edu.au/ajpl/vol1/iss1/7

Janke, T., & Varma-Nelson, P. (2014). Cyber Peer-Led Team Learning (PLTL). In J. Viteli & M. Leikomaa (Eds.), *Proceedings of EdMedia* 2014--World Conference on Educational Media and Technology (pp. 29-34). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/147479/

Kartsonaki, E., Bailey, C., & Lawrie, G. A. (2015). iPass: Online collaborative peer-assisted study support. *Conference Proceedings of Australian Conference on*

Science and Mathematics Education (formerly UniServe Science Conference). https://openjournals.library.sydney.edu.au/index.php/IISME/article/view/8855/907 6

Mauser, K., Sours, J., Banks, J., Newbrough, J., Janke, T., Shuck, L., & Varma-Nelson, P. (2011). Cyber Peer-Led Team Learning (cPLTL): Development and implementation. *EducauseReview*. http://er.educause.edu/articles/2011/12/cyber-peerled-team-learning-cpltl-development-and-implementation

Smith, J., Wilson, S. B., Banks, J., Zhu, L., & Varma-Nelson, P. (2014). Replicating Peer-Led Team Learning in cyberspace: Research, opportunities, and challenges. *Journal of Research in Science Teaching, 51*(6), 714-740. doi: 10.1002/tea.21163. http://onlinelibrary.wiley.com/doi/10.1002/tea.21163/full   Highly recommended for the detailed research design and recommendations regarding online implementation.

Spaniol-Mathews, P., Letourneau, L. F., & Rice, E. (2016). The impact of online Supplemental Instruction on academic performance and persistence in undergraduate STEM courses. *Supplemental Instruction Journal, 2*(1), 19-32. http://info.umkc.edu/si/wp-content/uploads/2016/09/siJ-Volume-Two-Issue- One.pdf

Varma-Nelson, P., Newbrough, R., Banks, J., Janke, T., Shuck, L., Zhu, L., and Smith, J. (n.a.). Cyber Peer-Led Team Learning: Taking the classroom experience online. *Online Learning Consortium*. https://secure.onlinelearningconsortium.org/effective_practices/cyber-peer-led-team-learning-taking-classroom-experience-online

Watts, H., Makis, M., & Billingham, O. (2015). Online Peer Assisted Learning: Reporting on practice. *Journal of Peer Learning, 8*(1), 85-104. http://ro.uow.edu.au/ajpl/vol8/iss1/8/ Includes extensive charts comparing different evaluation studies of wide range of online academic support programs.

Advising and Counseling Online for GEAR UP and TRIO Programs

EduGuide. Multiple GU and TRIO programs use **EduGuide**m
https://www.eduguide.org/ nonprofit peer-mentoring platform to connect with students on their phone or any other device throughout the year. Each week, students get a text message invitation to a new activity with a quick video where they learn 1 success skill and then choose 1 other person they can help with that skill. GU and TRIO staff can also engage students on their activities with brief one-minute mentoring responses that lead to significant gains. Control group research indicates that EduGuide students improved grades, standardized test scores and more. EduGuide narrows equity gaps, improves self-motivation and reduces the effects of stress and trauma. Many schools also embed EduGuide in advisory, English, STEM or other classes to improve achievement. You can learn more about the nonprofit program at **www.EduGuide.org**.

Connections to Academic Advising/Counseling for Talent Search Program, *Larry Ramos, Director, Talent Search, Wichita State University (KS)*. The program has developed a link on its website for current students to request a virtual counseling session with their assigned Talent Search Program Educational Advisor or the Middle School Director. Students simply click on the counselor's name and an email is automatically generated to the appropriate staff. Students may send an email requesting information, assistance or a virtual meeting. Program staff immediately reply to the student and may set up a virtual meeting using Zoom or other application platform to provide counseling services to students, if appropriate. In addition, program staff contact students who are without technology by phone, text, and/or mail service.

Virtual McNair Scholar Alumni Meetings, *LaWanda Holt-Fields, McNair Scholar Program, Wichita State University (KS)*. The McNair Scholars Program at Wichita State hosts an Alumni panel each year to bring back graduates of the program who are in varying stages of graduate study and completion. Current students have the opportunity to gain perspective from individuals who come from backgrounds similar to their own. However, the panel is typically limited to students who are within driving distance of campus. The quarantine has allowed Wichita State to arrange for virtual alumni meetings a couple times a week with former students from around the world. This allows current and former students the opportunity to connect during an otherwise isolating experience.

Advising Remotely for McNair Scholars Program, *LaWanda Holt-Fields, McNair Scholars Program, Wichita State University (KS)*. The McNair Scholars Program at Wichita has maintained weekly advising meetings with students by offering students virtual meeting options. Consistent meeting times allow students to maintain some pre-quarantine normalcy and routine and gives them to opportunity to connect and discuss any difficulties they may be experiencing regarding the transition to online learning. Students all seem to be facing varying levels of difficulty adjusting to working and studying from home, whether it's due to having to help care for younger siblings or just implementing a new routine and staying motivated.

Virtual Office Hours for Student Support Services Program. *Rashawn Harvey, Assistant Director, Student Support Services, University of Nebraska-Kearney.* In addition to scheduled zoom meetings for advising and staying in contact with participants, we have created **virtual office hours via zoom.** Each advisor in our office hosts daily virtual office hours for the participants they advise. Participants are notified of the virtual office hours each morning via email and social media outlets. Emails are sent directly to participants from their TRIO-SSS Advisor and the email includes the zoom link (password protected) for the assigned virtual office hours. In the zoom meeting settings, we enable the **waiting room feature.** Waiting room attendees can't join a meeting until the host admits them. Additionally, in our email to students informing them of the virtual office hours, we also inform them of the waiting room scenario if we are already in a meeting when they attempt to join. It's our goal is to create similar/familiar scenarios as if our campus/office was still open. Following is an example email we send our participants: Good Morning TRIO Participants! My virtual office hour today is: 3 PM – 4 PM Join Zoom Meeting https://unk.zoom.us/…. Meeting ID: …. Password: ….. Virtual Office Hours Are Designed For: A way for you to ask questions, address any needs you may have, and a way for us to stay connected – just swing "in" and say hello! IF I AM VISITING WITH ANOTHER STUDENT YOU WILL BE PLACED IN A WAITING ROOM & I WILL BE WITH YOU AS SOON AS I CAN! Thank you, Rashawn Harvey

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Weekly Zoom Informational Videos for Student Support Services Program. *Bambi Sell, Senior Advisor, Student Support Services, University of Nebraska-Kearney.* Students are being overwhelmed with multiple emails on a daily basis. In order to continue highlighting important updates, I have created a **weekly informational video** via <Zoom> for my students. Each week, I choose a "destination" to highlight in the virtual background. All destinations are personal pictures that I have taken over the years during my travels. This is a fun and interactive way of keeping your students engaged. Through self-disclosure, I am able to continue to build a trusting relationship with my students during these uncertain times while also providing important updates that may be overlooked if simply just sent in writing via email. Happy "***virtual-travels***" fellow colleagues!

TRIO Affinity Group (TAG) Meetings for Student Support Services Program. *Minerva S. Muñoz, Program Director, Student Support Services, University of Minnesota-Twin Cities.* **TRIO Affinity Group (TAG) Meetings:** This is an affinity space for our students to meet every Friday over the lunch hour (1.5 hours), we would order pizza or other affordable food/snacks through a sponsorship from our Dean's Office. We quickly transitioned to Virtual TAG on Zoom. We advertise the link to access the meeting on Instagram, Facebook, Remind (text service) and via our MailChimp campaigns. Students chime in and guide the conversation with staff support. We reduced the meeting to 1 hour. We're going to order food and have it delivered to Virtual TAG participants on the last session to try to recreate the traditional space as it was always about breaking bread and being in honest community with each other.

Advising Meetings for Student Support Services Program: *Minerva S. Muñoz, Program Director, Student Support Services, University of Minnesota-Twin Cities.* **Advising Meetings:** These have moved to virtual and phone calls appointments. Students can schedule online on their own and the appointment system emails them a link to the advisers personal Zoom account. Staff have created Google Voice accounts so that they don't have to give out their personal contact information. Another advising meeting we've moved to Zoom is our pre-registration meetings which we require of all first year students before they can register for their fall classes. These are 1 hours meetings where we walk students through their graduation planner and the registration system, ideate and get feedback on a registration plan, and advisers address inter-college transferring, financial aid, housing, etc.

Podcasting Academic and Career Counseling for Post 9/11 Veterans Upward Bound Progeram. https://drive.google.com/open?id=1Yu7VqYhAx06XsqYbzdXNrhnuN6TwDCSX Wichita State University (KS) (approved **Promising Practice** 10/15/13) Adding audio podcasting to the Upward Bound Veterans program allows our students to listen to important information when and where they want. Podcasting is a simple way to provide information through the human voice some students prefer rather than reading a handout. Listening to audio and video podcasts has rapidly grown recently due to widespread ownership of iPods, smartphones, and desk/laptop computers. Podcasting can be as simple or complex as you want. The most important element is the quality of information and its direct relevancy to the listeners.

Online Advising and Documenting Contacts for Upward Bound Program *Matt Bisek Upward Bound Advisor, Seaside High School Warrenton High School (Seaside, CA).* I have been creating daily videos and embedding them into online forms so I can document a contact with my students. Each day I get up to 50% of my caseload completing the form. And I have also reached 95% of my caseload over the past three weeks using this method. Below, you can view the form I created today as an example of how I am still connecting with students, and I welcome any questions about using this technology to help serve your communities. https://forms.gle/UXng6STA63NiBCT58

Assessment and Evaluation for Online GEAR UP and TRIO Programs

How quizzes work in Edmodo. *Russell Stannard, UK Educator and Online Teacher Training.*
https://www.teachertrainingvideos.com/edmodo/beginners_guide_quizzes_edmodo
There are a number of quiz types in Edmodo and few teachers really understand how they all work. This video covers all the different question types, the type of feedback that can be provided and how Emodo deals with the different question types. Learn about short answer questions, adding video to questions etc. Learn too how you can track your students and check their scores.

Assessing Students Online, *Russell Stannard, UK Educator and Online Teacher Training.* https://www.youtube.com/watch?v=7eGk9FgCjR4&feature=youtu.be This video looks at three possible ideas for assessing your students online. It looks at ways of using testing through quizzes, getting your students to record themselves and finally using E-portfolios. If you are looking for ideas around assessment then you might find this video really useful. The first part focuses on the ideas of using Google Forms to make simple online assessments. These assessments can include video, pictures, text etc and they allow you to set up the assessment in such a way that students get automatic feedback and a score when they do the assessment. It also means that all the assessments are tracked and so the teacher can easily see that score the students got and what areas the students might still need work on. Google Forms is free, easy to use and easy to get results from. The next assessment tool I suggested was to use a simple screen share tool to get your students to record themselves speaking. This idea has loads of potential as you can get your students to work alone or in groups /pairs and they can record themselves giving a presentation, talking over a picture, having a discussion or even answering a series of questions. In fact with this FREE technology they can talk over practically anything and this can be a great way of assessing students. This is ideal for work in language teaching but it can really be in any area of the curriculum. The 3rd area I focus on is E-Portfolios. I tend to use E-Portfolios in all the online courses. I like the idea of students creating content and then adding it to the E-Portfolio as a way of assessing students learning. Students can add content to their E-Portfolio and then reflect on it and this can build up into a useful record of their learning and their thoughts. E-Portfolios can be quite hard work at the start to get right but they are so rewarding. For me they are one of the most effective ways of assessing students online. I have provided you with links to useful content at the end of this video so that you can continue your studies and learn more about different ways you can assess your students.

TRIO/GEAR UP/ACCESS Programs Online Evaluation Strategies *Dr. Alan Dsouza, Wichita State University (KS).* With the use of online portal for providing services to participants increases not only because of the current Covid 19 lockdown but the general changes in the delivery systems of project services, the evaluation of the services has also to adapt to the changes. In this context while developing online evaluation of activities, the following could be some practices that may enhance the delivery and efficacy of the evaluation:

- Use online systems such as **SurveyMonkey** https://www.surveymonkey.com/ or <**Qualtrics** https://www.qualtrics.com/ to administer the evaluation survey. Most institutions of higher education may carry a site license for some kind of survey delivery system. If not, you can use google forms that is a free method to develop questionnaires/survey.

- Time is of the essence in online questionnaires/surveys. Try to schedule the surveys to go out immediately after a service is provided to the individual or group. While open-ended questions may provide rich data, multiple choice questions are much easier for participants to respond. Also, keep the questions small, and limited in number.

- Revise the kind of questions being asked. Redundant questions such as that of location, refreshments, or presentation technology may not be asked for online services provided. Technology for providing the services is a two pronged system for both the service provider and the recipient. Ask pertinent questions about technology that can be controlled by the service provider only.

- To prevent questions from having predictable answers, and increase the validity and reliability, try to use the feature of randomly scrambling questions in the survey system. This enables that the respondents do not get the same sequence of questions.

- Take care to format questions in a vertical scrolling system and check their compatibility with the hand-held devices. Most hand-held devices are used with vertical scrolling, so format multiple choice responses in a single column rather than multiple columns for ease of reading on smaller devices.

- Any evaluation is effective only as much as the number and quality of responses. To increase participation in the evaluation process, empower the participants by responding to their evaluations at the beginning of the subsequent service. Without the need for any high end analysis, a brief review of the responses and addressing them at the beginning of subsequent service(s) helps for quick and effective formative evaluation of the service.

- Finally, use evaluation as feedback on the process and outcomes of the service(s) rather than comments on the presenter or recipients of the service(s). Evaluation is to be considered as a measuring tape, and not a disciplinary rod.

Campus Tours and Field Trips for GEAR UP and TRIO Programs

NACAC College Admission Status Update 2.0 Coronavirus Impact, *National Association for College Admissions Counseling* https://www.nacacnet.org/news--publications/newsroom/college-admission-status-coronavirus/ > NACAC's College Admission Status Update is a central resource of information about changes in college admission as a result of the coronavirus outbreak. The chart below includes information provided to NACAC by colleges and universities worldwide. You'll find information on each institution's plans and policies for admission events; for consideration of high school transcripts and standardized test scores; for decision and deposit dates; for fall tuition and registration plans; and more.

Virtual College Campus Tours. *The Princeton Review* Click to see hundreds of available campus tours https://www.princetonreview.com/college-advice/virtual-tours . The table of colleges and universities with virtual alternatives to on-campus tours are sorted by state. If you don't see your prospective school(s), check directly on school sites. Some colleges offer student-led video tours while others are self-guided.

More Virtual Educational Field Trips. **Examples of virtual tours** https://drive.google.com/file/d/1CO6GyImyvpvzk-CLZyyWT-muNViDEWZJ/view?usp=sharing Curriculum sources include iTunes (NASA, TED Talks Daily, and Australia Zoo), MERLOT, National U.S. Constitution Center, Smithsonian Online, and the U.S. Library of Congress.

Virtual Educational Field Trips for GEAR UP Program. *Corinne Nilsen, Executive Director, Kansas Kids @ GEAR UP, Wichita State University (KS).* Examples of places you can go in one week is listed below with questions for your students to find out what they learned from their travels! Oh – the places you can go are limitless!!!

- **The San Diego Zoo**, https://youtu.be/mY8__n13tKM Check out the San Diego Zoo. Their site includes behind-the-scenes videos and stories, as well as a variety of printable activities and online games. a. What can live in the water and on land, has 4000 types and can be poisonous? b. What is a Peninsular Pronghorn and where do they live? c. Can the Dragons at the San Diego Zoo fly?

- **The Seattle Aquarium**, https://www.seattleaquarium.org/experience-aquarium-anywhere The Seattle Aquarium has a <**30-minute video tour**>. Learn about the animals and the food web that can be found in the Puget Sound waters. a. How many teeth does a sea urchin have? b. What does a sea cucumber do? c. A coral reef is a type of ___system.

- **The Smithsonian**, https://naturalhistory.si.edu/visit/virtual-tour The National Museum of Natural History's <**virtual experiences are self-guided**>, room-by-room tours of permanent, current, and past exhibits. a. Where is the world's tallest mammal located in the museum? b. The

Wulfenite crystal located in the museum came from the _____ mine in Arizona. c. What is an Entomologist?

- **The Louvre Museum**, https://www.weareteachers.com/11-amazing-ways-teachers-use-their-travel-experiences-in-the-classroom/ Everyone wants to go to Paris! But you don't need a passport to see at least some of the exhibits at the world's most famous art museum. Check out the <**current virtual tour: Egyptian Antiquities**>. a. The _____Sphinx was discovered in the ruins of the Temple of Amun-Ra. It is now in entry to the Louvre Egyptian Antiquities exhibit. b. The _____River floods the Egyptian valley fertilizing the earth during rainy seasons. c. A good place to find a mummy is in a _____.

- **Mars**, https://accessmars.withgoogle.com/ No, really! You can absolutely "go" to the red planet. With <**Access Mars**, https://accessmars.withgoogle.com/ >, you can see the actual surface of Mars, recorded by NASA's Curiosity rover. Trust us—don't skip the intro. a. On November 26, 2011, NASA launched a rocket caring the _____ Rover to the Planet Mars. b. It took over _____ months to reach Mars from Earth. c. The trip was 352 million miles, True or False?

Virtual Campus Tour for GEAR UP Program, *Diana Carbajal, Executive Director, Haysville GEAR UP, Wichita State University (KS).* Haysville GEAR UP plans on providing *Virtual Campus Tour* this summer. We have created a checklist to make sure students are engaged and interest. Also included is a sample virtual tour video. Virtual Campus Tour Checklist, https://drive.google.com/file/d/1h4-oQKMTkU_CTLrDQ31OXdaa6LxKtiqn/view?usp=sharing Sample Virtual Tour Video, https://drive.google.com/file/d/1rThdqZLfGYh3quCk07I9uK_Sl73MALzq/view?usp=sharing

Communication Strategies and Data Sharing for GEAR UP and TRIO Programs

Tips for Conducting Online Communications. *Jerry Lewis, University of Maryland, Academic Achievement Programs.* **Click to download tips for communicating and working at home** https://drive.google.com/file/d/1LfnTGEDMxuYTif4mN2oH8lQAeOsHxDqG/view?usp=sharing

Virtualization of a Veterans Upward Bound Program, *Stacia Lyday, Director, Veterans Upward Bound, Wichita State University (KS)* https://drive.google.com/file/d/1uGaIBaEo-d-gJR4UbOEcRlVTBVlWK94u/view?usp=sharing Due to the COVID-19 pandemic and the resulting stay-at-home orders, Veterans Upward Bound at Wichita State has had to change almost all aspects of participant communication and activities. Operations are now one-hundred percent remote and home-based. This posed a problem for a sizeable portion of participants without consistent computer and internet access. The following paragraphs are actions that are either currently being implemented or will soon be implemented to better serve our veterans during this unprecedented time.

Communication and Data Sharing Online for Student Support Services Program, *Linda Leech, Director, Student Support Services, South Central College (MN).* The couple of things we have found extremely helpful in moving to an online delivery:
- Quickly having systems in place to communicate with our students, email of course, but a phone students can contact you on, Bookings 365 app, texting, updating our D2L page with this contact information/
- Moving to Teams – which is replacing our overload of emails, quick way to video chat, or simply chat back and forth, such a vital part of our day to day work!
- Zoom – having Zoom and Teams Video chat features available to use with students to feel connected with them!
- Different departments on campuses having TEAMS and using it well
- Moving our network based files and documents to OneDrive and SharePoint
- VPN to access more restricted things from home

Weekly Zoom Informational Videos for Student Support Services Program. *Bambi Sell, Senior Advisor, Student Support Services, University of Nebraska-Kearney.* Students are being overwhelmed with multiple emails on a daily basis. In order to continue highlighting important updates, I have created a **weekly informational video** via <**Zoom**> for my students. Each week, I choose a "destination" to highlight in the virtual background. All destinations are personal pictures that I have taken over the years during my travels. This is a fun and interactive way of keeping your students engaged. Through self-disclosure, I am able to continue to build a trusting relationship with my students during these uncertain times while also providing important updates that may be overlooked if simply just sent in writing via email. Happy "***virtual-travels***" fellow colleagues!

Disability Support Services for GEAR UP and TRIO Programs

Disability Support Services. *Vanessa Souriya-Mniraid, Director, Disability Support Services, Wichita State University (KS).* **TRIO Disability Support Services** workshops typically include in-person workshops with invited presenters from collaborative partners on campus such as Financial Aid Office, Student Money Management, Counseling and Prevention Services and Career Development.

- **Zoom Meetings**. Due to COVID-19, the WSU community transition to online learning. To prevent disruption in services, TRIO DSS provides workshops through <**Zoom**> to keep a sense of consistency with in-person workshops and the program's study skills website **Webnode** https://us.webnode.com/ for students who prefer this method of workshops to complete their study skills and financial literacy requirements. Students are required to complete the pre and post surveys after each workshop.

- **Study Skills Website** The <**Webnode**> platform was chosen to host the study skills website because it is one of many free platforms available and had the best layout and editability compared to other free platforms such as Wix. The Study Skills Coordinator worked with the director of the TRIO DSS program to identify sections that should be listed on the study skills website that would meet grant requirements as well as student needs. Together, they decided to include life skills, study skills, financial literacy, and technology tabs with each section having informational videos within. With the shift to fully online due to COVID-19, the Study Skills Coordinator has added additional sections to the website such as "**Online Learning Resources**" to help students navigate the transition to online learning.

- **YouTube Videos: Criteria for selection and accessibility** The majority of the videos on the study skills site are linked from YouTube. Videos must meet certain criteria, such as having the option for closed captioning, to be included on the website due to accessibility. Videos may range from three minutes to an hour based on depth-level for the content. For example, some videos provide an introduction to concepts at the highest level through presenting terminology, while follow-up videos provide a more in-depth explanation of the terminology and concepts. The variance in video length allows students with varying availabilities the time to complete a workshop and come away with a new piece of knowledge. New videos and online resources are being consistently and frequently added due to the new influx of demand for the study skills website.

- **Future Use of Blackboard Platform** TRIO DSS is also working toward developing "TRIO DSS Online" through <**BlackBoard**>, which will offer another host for workshop modules, requesting a tutor, communicating with staff, and other DSS students.

Online Curriculum for GEAR UP and TRIO Programs

Apple Teacher Online Resources

Apple Teacher Resource Website. The following is the page to sign in or to create a free account at the website. https://appleteacher.apple.com/#/auth/sign-in?path=resources%2Fcollections%2FR003200

Free Downloadable EBooks

Non-profit, Doorway to College Foundation has unveiled many FREE electronic resources for TRIO programs and students. All of these e-books are downloadable and can be duplicated for both the academic year and summer. https://www.doorwaytocollege.com/free-remote-resources

Free eTextbooks and open educational resources, https://open.umn.edu/opentextbooks/ At the Univ. of MN, the College of Education has collected a database of free eTextbooks based upon open educational resources. Often these ebooks are free and can be customized by anyone by adding or revising the content.

Apple Guide for Creating eBooks. https://drive.google.com/open?id=1uHSIPe27kf57OzstEtCB-t1nJJYNECJ0 > This 43-page guide illustrates how to use Apple's Pages word processing software to take a document and turn it into an ebook. Similar principles can be used with Microsoft Word.

TRIO Or GEAR-Specific Online Curriculum

Free STEM Curriculum. https://careerinstem.com/product-tag/free/ Career in STEM website receives over 1 million visitors each year through games, posters, and lessons for other teachers to use in their classrooms. We are honored to be the world's leading provider of STEM career resources used in over 13,900 classrooms across the USA and abroad.

Math Competition with Other TRIO Programs. *Ana Calandrino, Director, Upward Bound, Wayne State University (MI).* We are planning to do a Summer Program Math competition with other TRIO Summer Program across the United States. We will be using a FREE website called Mangahigh which is a free math https://www.mangahigh.com/en-us/ Would anyone be interested in partnering? Please contact me via email at du2847@wayne.edu

Online Curriculum and Other Online Resources in a Student Support Services Program, *Dr. Linda Rhone, Director, Student Support Services, Wichita State University (KS)* Click to download curriculum assignments and other resources, https://drive.google.com/file/d/1PvpKKclUdEyRk6VI9vjNYoc0uL85r7Bx/view?usp=shari

ng. The two-page handout provides several reflective writing activities, mental health tips, mindfulness, stress management, online course study strategies, and reminder of institution-specific emergency resources for the current emergency. These are appropriate for adult first-generation, limited-income, and students of disability status that are served through the Student Support Services grant. The resources selected are designed to encourage reflection, possible publication, promote health and protection, and help online learners to become more effective at learning online which could be more permanent than we know at this point.

Summer Online Courses for Upward Bound Program, *Tracy Yaich, Director, Upward Bound Eastern Gateway Community College (OH).* https://www.k12courses.com/summerprogram/list/ These classes are free and offer .5 high school credit. One thing I have decided is to pay my summer drivers to deliver lunches to each student who signs up for Virtual Summer Academy. I am considering every student, regardless of signing up, but not sure on the costs yet. We would deliver 2 lunches on Monday and 2 lunches on Wednesday. Because we are a community college and do not have housing, so our Summer Academy is set up differently and we transport the students 3-4 days per week depending on the additional activities (like college visits). So lunches for 4 days per week is sufficient. I am worried about technology in the home. I have asked my college to help me purchase laptops. Not sure if that will happen. My assistant director already has a couple of virtual college visits set up for Juniors and Sophomores. Seniors I already have set up in Summer Bridge online college courses. We will be delivering the Senior Gifts sometime in early May, which are college prep items, planner, notebook, and book bag.

Week of Curriculum Using Facebook Live Discussions for High School students in GEAR UP Program, *Corinne Nilsen, Executive Director, Kansas Kids @ GEAR UP, Wichita State University (KS).* Be prepared for some good laughs and a few surprises

- o **Monday after the Weekend Video Dreams**: Using the 3 questions below, have students record a short video on one or all: What are five things you want us to know about you? What would be your favorite class if you could make up your own? What would be the best job ever and why?

- o **The Tuesday TED Talk**: Have students create TED Talks of their own, sharing a story, a piece of wisdom, or an idea from their own lives.

- o **Wednesday Poet**: Most teenagers have written a rhyme or a poem at some point in their life. Explore different forms, from haiku to sonnet to totally free expression, then create a montage of students expressing themselves.

- o **Thursdays To Be Continued…** Ask one student to begin a story, after a few sentences, pass the story to the next person, until everyone has had a chance to add to the story. Ask the last person to bring the story back to the beginning or to a conclusion. Sometimes the moderator may need to move the story back on track for the next storyteller.

- **Friday's Graduation Speech:** Everyone wonders what they would talk about if asked to give a graduation speech. What would you say if you were selected to come on stage and talk to your graduating class? This is your chance to inspire others. What would you say?

Preparing Students for Online Learning through Motivational Group Meeting and More for Upward Bound Program. *Derrick Veasey, Director, Upward Bound Math-Science, Wichita State University (KS).* As Wichita State University, UBMS anxiously prepares for transitioning our summer program to an online format we are making strives to continue to provide our students with exceptional services. As having online classes can be stressful for students our program will begin each day with a **motivational group meeting.** We are also allowing a creative outlet to express their anxieties as they complete creative writing journal entries. With each student's personal interest in mind, the program provides a 30-minute lecture and 60-minute hands-on interactive assignments in Engineering 1 &2, Statistics, Sign Language, Game Design, Forensic Science and BioMed classes. To ease their emotional, physical and spiritual minds, students will select from an array of cultural classes to wind down the day. In true form of the essence of what TRIO does to enable our students to become academic scholars, tutoring is offered to students who have an academic need in core subject areas of below 90. Our staff is equipped with training on conducting a virtual summer with do's and dont's on Zoom etiquette and classroom management. TRIO is paving the way in bringing students to remote learning with a virtual summer.

High School Financial Literacy GEAR-UP Students. *Wichita State University (KS) (approved* **Promising Practice** *October 31, 2014).* https://drive.google.com/file/d/1c18Mw-v2lfY6llAYYnM36kwrwg4JkTxU/view?usp=sharing The GEAR program created an online high school financial literacy program based on the *National Standards for K-12 Personal Finance Education* created by Jump$tart. The program's six parts teach students financial knowledge in financial responsibility, income and careers, planning and money, credit and debt, risk management and insurance, and saving and investing. The goal is to ensure seniors graduate with basic knowledge of finance. The program begins with introduction to financial literacy, which includes a pre-test to assess the students' knowledge of financial literacy.

Senior College Experience for Uward Bound Students. *Kent State University (OH) (approved* **Promising Practice** *11/1/16)* https://drive.google.com/file/d/1-zOZ8rUDJLOEmjElwi5ELqQgd5OMxrwm/view?usp=sharing *While the following was originally designed as an in-person activity, much of it involved students working independently on a computer.* The Kent State University Upward Bound Classic Academy supports high school senior success and transition into postsecondary education through a senior curriculum. Designated activities occur during the residential Summer Institute between a student's junior and senior year. Curriculum is designed so students complete most activities online if unable to attend the Summer Institute. This creates opportunities for students to be better prepared and equipped with handling some of the pressures of life as a high school senior. This document focuses on college

exploration. Many activities are interwoven to build upon each other. They lead students to reflect on their personal preferences, detailed research on institutions, and matching their preferences with college choice selection. Goals of the senior college exploration activities: (1) create a personalized action plan for senior year; (2) gain knowledge of the colleges the student will pursue; and (3) self-reflect on their interests, preferences and qualifications to ensure their college choices are the right fit and meet their needs academically and personally.

Audio and Video Curriculum

AmericanRhetoric, https://americanrhetoric.com/ This is a database of and index to 5000+ full text, audio and video versions of public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events, and a declaration or two. Some of the speeches have transcripts too.

Internet Archive, http://archive.org/ Internet Archive is a non-profit library of millions of free books, movies, software, music, websites, and more.

iTunes, http://itunes.com/ Audio or Video Podcasts More than 1.6 million podcasts on every conceivable topic. Use the search engine for the desired content. Individual episodes can be downloaded by dragging from your library to the screen

iTunesU, http://itunes.com/ Part of Apple's iTunes store, iTunes U is a vast learning resource offering free educational content that users can download straight to their computer, Content has been created by postsecondary institutions world-wide.

iTunesU to Share Your Students and Others, https://www.apple.com/education/itunes-u/ With homework hand-in, an integrated grade book, and private discussions, it's a seamless way to organize your classroom. See how simple it is to deliver lessons, grade assignments, and stay connected — all from iPad or desktop computer.

MERLOT (Multimedia Educational Resources for Learning and Online Teaching), http://www.merlot.org/ MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. Affiliated with the California State University System. National Repository of Online Courses (NROC), http://nroc.org/what-we-offer/hippocampus/ NROC collaborates with secondary, postsecondary, and adult educators to deliver courses and tools that address the challenges students face today. More than 6,000 media objects you can use. Create your own viewing channel for students with selected items

National U.S. Constitution Center, https://constitutioncenter.org/ The Center is the first and only institution in America established by Congress to "disseminate information about the US Constitution on a non-partisan basis in order to increase the awareness and understanding of the Constitution.

Open Educational Resources (OER) Commons, https://www.oercommons.org/ OER Commons is a dynamic digital library and network. Explore open education resources and join our network of educators dedicated to curriculum improvement.
Smithsonian Online, https://www.si.edu/explore Select Art & Design, History & Culture, or Science & Nature to discover featured collections, stories, video, and more from around the Smithsonian. OR Search for your specific topic of interest in the search bar.

U.S. National Archives, https://www.archives.gov/ The nation's record keeper. Of all documents and materials created in the course of business conducted by the United States Federal government, only 1%-3% are so important for legal or historical reasons that they are kept by us forever.

U.S. Library of Congress, http://www.loc.gov/index.html The Library of Congress is the world's largest online library. The online resources include print, audio, video, and other media. Check copyright permissions for use beyond the classroom.

U.S. Supreme Court Center, https://www.oyez.org/ The website is a multimedia archive devoted to making the Supreme Court of the United States accessible to everyone. It is a complete and authoritative source for all of the Court's audio recordings.

Educational Portal, http://education-portal.com/ 5.300 online video lessons Subjects include: science, math, history, English, business. Free use by educators and students. Free account permits tracking of courses completed. Rigorous peer-reviewed.

NROC: National Repository of Online Courses, http://hippocampus.org/ NROC provides free access to online courses, learning modules, and activities you can integrate into your face to face or online courses.

NROC Individual Weblinks for Learning Objects,
https://drive.google.com/open?id=10JkER8SAHTO65i1aKmUakL0bTu6Ic54h > A companion to the above NROC resource, this spreadsheet provides individual web links for each of the 5,000 learning objects.

Images and Video

Creative Commons, https://creativecommons.org/ 1.1 billion works and counting. Explore these featured Creative Commons Licensed resources below — from literary works, to videos, photos, audio, open education, scientific research and more! Or you can share your work and help light up the global commons

Google Images Using Advanced Search,
https://www.google.com/advanced_image_search The most comprehensive image search on the web for images, videos, books, and more. Use the advanced search function which also includes copyright status on the images.

YouTube with Advanced Search,
https://support.google.com/youtube/answer/111997?hl=en YT is the second most used search engine behind Google. Another article on advanced search, http://www.makeuseof.com/tag/search-youtube-pro-google-advanced-operators/ It is recommended to download videos since they disappear without warning.

Text Documents and More

ERIC (Educational Resources Information Center), http://eric.ed.gov/ ERIC is an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. It is now peer-reviewed and contains curriculum as well as research studies.

Library of Congress, http://loc.gov/ The Library of Congress ("LOC") is the research library that officially serves the United States Congress and is the de facto national library of the United States. Digital collections include print documents and images.

Google Scholar Using Advanced Search,
https://scholar.google.com/intl/en/scholar/help.html Search across disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. Google Scholar helps you find relevant work.

Wikipedia, http://www.wikipedia.org/ Wikipedia is a free online encyclopedia, created and edited by volunteers around the world and hosted by the Wikimedia Foundation. Contrary to popular belief that evil lurks within it, this is a great first place to search and then use the references.

Smithsonian Institution, http://www.si.edu/ Discover more than a million resources, create personal collections, educational experiences, and share your work.

National U.S. Constitution Center, http://constitutioncenter.org/ The National Constitution Center inspires active citizenship as the only place where people across America and around the world can come together to learn about, debate, and celebrate the greatest vision of human freedom in history, the U.S. Constitution.