

CENTER FOR ACADEMIC PROGRAMS

Update

October 2002

A LETTER FROM THE DIRECTOR

Maria D. Martinez, Director, Center for Academic Programs

We hope you have been enjoying the previous issues of the Center for Academic Programs Update! As many of you know CAP houses one of the oldest federally funded educational opportunity efforts in Connecticut. The Center continues to successfully administer Educational Talent Search (ETS), Student Support Services (SSS), Upward Bound/Connecticut College Awareness and Preparation Program (UB/ConnCAP), and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Through programs on UConn campuses and in public school systems in New Haven, Waterbury, Windham, and Hartford, the Center is presently servicing approximately 1900 students. Our primary goal is to increase access to higher education for students who come from various socio-economic backgrounds, underrepresented groups and/or are first-generation college students.

This has been a very exciting year for the Center for Academic Programs. The SSS program initiated a study abroad program specifically designed for SSS participants. Eleven students and one staff member traveled to the University of Liverpool,

England last June. In addition, plans are underway for another group to travel to South Africa next January. Educational Talent Search, Gear Up and Upward Bound/ConnCAP continue their excellent work in recruiting and servicing students throughout the state of Connecticut.

The Center also embarked on the first Program Evaluation to have taken place in the last sixteen years. TRIO Consultants were hired to conduct a detailed evaluation of all of the programs hosted by the Center. In addition to the Center's personnel, the evaluators met with the University President, the Chancellor, the Vice Provost for Undergraduate Education and other individuals from key offices and departments. Some of the recommendations are already being implemented. The CAP Advisory Board continues to serve as a resource for the guidance and administration of the Center. New representatives from the faculty, professional staff from the University, and some members of our partner schools joined the Board.

The entire CAP staff continues to work extremely hard on and off campus. Many

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of them also participate in other University and State of Connecticut activities such as teaching Freshman Year Experience courses, serving on search committees and focus groups, taking leadership roles in professional organizations throughout the state, and lobbying for the continuation and expansion of educational opportunity programs at the local and national level. The staff took advantage of a variety of professional development activities in and outside of Connecticut.

In conclusion, this was a very productive year for the Center. Over one hundred SSS students graduated from the University. All qualified high school seniors in the Upward Bound/ConnCAP program graduated and 91% have been admitted to post-secondary institutions. Educational Talent Search had 100 seniors graduate and 95% of the students were placed in post secondary education institutions.

Once again we are presenting you a collection of the most exciting news at the Center and we hope you enjoy it as much as we had.

CAP Advisory Board Members

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Thomas Recchio	Associate Professor, English Department
Angela Rola	Director, Asian American Cultural Center

SSS STUDY ABROAD



University of Connecticut and the University of Liverpool established the Center for Academic Programs, Student Support Services first ever Study Abroad program in Liverpool, England this year.

Earlier in February 2002, Bidya Ranjeet, SSS Program Director participated in the Council for Opportunity in Education's Study Abroad Program for Professionals. She was one of twenty five professionals selected from the U.S. Bidya's participation in this program fostered the development of a collaborative effort between the two Universities with the desire to create a long term study abroad educational opportunity for SSS students.

Eleven SSS students spent three weeks in Liverpool, immersed in a course entitled "Innovation Out of Hardship," taught by Dr. Mark Christian. He described the class as focusing on "the social, cultural and political context of 400 years of black settlement and development in Liverpool [as well as] the still visible legacy of the city's role as a major slave port." He also emphasized the unique experiential component of the course, where students

met with members of the urban Liverpool community, heard speakers active in contemporary issues, and visited local sites of importance in Liverpool's black social and cultural history.

Students earned three University of Connecticut credits for their participation in the course, which in addition to the experiential component demanded readings in black historical scholarship, the creation of a detailed portfolio documenting students' body of work, and a final, cumulative oral presentation.

In addition to these credits, the students took a three credit independent study with Dr. Jeet Joshi focusing on "Liverpool's Black Roots". Special thanks to Dr. Joshi for providing guidance for the student's independent studies and for the support of this collaborative effort with the University of Liverpool.

Many of the students were surprised to learn that Liverpool was the center of the Trans-Atlantic Slave Trade and that slavery was the backbone of Liverpool's economy in the 1700s. The students' tour of Albert Docks and other historical sites in

Liverpool illustrated the impact of the slave-trade on the City.

As student LaVickie Jefferson put it, "I had no idea the impact it had on the success of building Liverpool. It's all around us: slave ships on buildings...a slave ship on a church! Nearly every street in town is named after slave traders." Another student commented that "the tour really opened my eyes to the hidden racism that is active in society."

On the weekends, students traveled to London and Amsterdam on trips which combined learning and fun. Students enjoyed a sightseeing tour of England's capital city, followed by visits to Madame Tussaud's famous wax museum and a ride on the London Eye, the world's tallest ferris wheel. Amsterdam boasts beautiful canals as well as world-renowned cultural and historic sites such as the Van Gogh Museum and the Ann Frank House, which students found particularly moving. Students also took a day trip to the ancient city of Chester, England, where they investigated ruins from the Roman conquest of Britain two thousand years before.

SPOTLIGHT ON JAVIER PADILLA



As a Senior Human Resource Consultant, SSS alumnus Javier Padilla has been instrumental in keeping Phoenix Home Life Insurance ranked in the top 10 companies serving America's pentamillionaires. Padilla has worked for the financial management company since April of 2002, providing expertise and leadership in the areas of recruitment, staffing, retention, and performance management at all levels of the organization. He also supplies consultation on important organizational issues such as job elimination, reorganization, workforce diversity, and business

start-ups. Responsible for facilitating the relationship between the employee and the company, Padilla influences decision-makers in all areas of the employment alliance.

This level of responsibility and degree of achievement are characteristic of Padilla's professional career. He has previously worked for such reputable organizations and companies such as Capitol Region Workforce Development Board, ING Aetna Financial Services and ITT Hartford, located in California. During his tenure at Capitol Region Workforce in Hartford as Manager of Placement & Employer Services, he worked closely with the welfare-to-work and Title III (laid-off) population, successfully placing 200 unemployed individuals back into the workforce within a nine month period. He also performed a similar remarkable accomplishment earlier in his career when working as a Staff Manager for ING Aetna Financial Services. Padilla diversified the work-force, employing members of different ethnic backgrounds, gender, sexual orientation, and disabilities, through screening, inter-

viewing, and hiring over a 150 job seekers into Corporate America within a twelve-month period. In addition to his impressive work in human resources, Padilla's efforts in International Urban Teaching impacted the lives of many children through his teaching of English and math to students in both Puerto Rico and Mexico. Padilla's commitment to outstanding service and workforce diversity has enabled him to positively influence the companies for which he has worked and the communities in which he has resided.

Padilla graduated from the University of Connecticut in 1991 with a BA in Political Science and Spanish and received the 1999 Student Support Services Alumni Award. He is also the facilitator for Community Conversations, a diversity program offered to Phoenix employees. He is currently pursuing his law degree at Western New England College School of Law, Springfield, MA and is expected to graduate with his J.D. in December of 2002.

UPWARD BOUND / CONNCAP

UB/ConnCAP works with high school students in the cities of Hartford, New Haven, Waterbury, and Willimantic. In addition to weekly team meetings and individual visits with UB/ConnCAP advisors, students have participated in many cultural, academic and fun events. This past year students participated in Academic Days at UConn, SAT Preparation, the Teenage Minority Business Program, and the students attended a play at the Hartford Stage Company about the life of Ida B. Wells in addition to many other group activities. All of these events were designed to give the students the opportunity to gain academic skills as well as expose them to cultural and social enrichment programming. Students also volunteered at the walks for Breast Cancer, Multiple Sclerosis, March of Dimes, and the American Red Cross; middle school tutorial programs; Public Libraries; Soup Kitchens; and hospitals. All seniors successfully completed their high school careers and are now looking forward to their post-secondary edu-

cation in institutions such as UConn, Colgate University, and Boston University. Students also participated in the annual TRIO Day Event held in Boston in February. Students learned more about TRIO programs, and spent time advocating for the continuation of current levels of funding and commitment. Students also toured several Massachusetts colleges and universities, including: Northeastern University, Clark University, Wheelock College, Tufts University, Boston University and Massachusetts Institute of Technology. In addition, students attended a college fair and enjoyed an evening of dancing and cultural events in Boston.

During the summer, 112 students participated in an intensive six-week academic program and experienced college life. They were able to take advantage of the University's facilities and resources and receive college preparation for next year. Some of the summer activities included participation in Leadership Camp, college

tours, and a trip to the Basketball Hall of Fame. Parents/Guardians were involved in the New Students Orientation on May 4 where they received information about college applications and financial aid. The annual Family Picnic of the summer was a great success with 350 people attending. The UB staff was also pleased with this year's concluding ceremonies to the program at which Commissioner of the Department of Higher Education Valerie F. Lewis was an honored guest-speaker. This has also been year of innovation for UB/ConnCAP as the program continues to expand. This summer included the addition of two new advisors to the UB staff, Michael Menefee and Jessica Hernandez, both former graduates of the UB programs. Menefee went on to receive a Master's Degree in Secondary Education from the University of Hartford and Hernandez majored in Urban Studies with a minor in Criminal Justice from UConn. Both bring a wealth of knowledge and experience to the UB/ConnCAP program.

SSS STUDENT SUPPORT SERVICES UPDATE

The SSS program brought 230 students to the UConn student body in 2002. Students at Storrs, Avery Point, Waterbury, Stamford, and Hartford undertook an intensive six weeks of English, Math and Writing Seminar/Learning Skills courses. In addition to the rigorous academic schedule, students also participated in Student Development workshops, seminars, and cultural activities.

The SSS Pre-Collegiate Summer Program is designed to strengthen academic competency and develop the skills necessary for success at the postsecondary level. Throughout the summer, the program offered weekly Student Development Workshops, in addition to the academic courses, designed to accelerate freshman transition to the University. SSS staff provided the students with academic, financial, and personal advising during the summer and throughout the academic year as well.

News From SSS Storrs

This has been a very exciting and productive year for the SSS program in Storrs. In addition to the implementation of the Study Abroad Program, 101 SSS students graduated from the University of Connecticut in 2002. Furthermore, many SSS students assumed leadership positions and were active in various student organizations at the University. Our students were also active in the University and local communities through their involvement with the University's Open Houses, Project Recruit, outreach programs, and the National Volunteer Week program.

The summer program began on June 29th and concluded on August 8th with a total of 101 students, all of whom matriculated. SSS students are required to observe study hall quiet hours every evening from 7:00-10:00 p.m., during which time English and math tutors are available for help.

Tutoring and counseling sessions are scheduled on a need basis in the afternoons. The summer experience at all campuses includes lectures, workshops, and tutorials. This year, students heard from speakers such as Lucy Ann Hurston. The program also includes various cultural, social, and recreational events such as trips to Six Flags, Shear Madness Performance in Boston, and The Colossus of Rhodes play at the Eugene O'Neill Theater Center.

This summer's Career Fair was also a great success. We would like to thank all of the following alumni who participated: Javier Padilla, Tacoya Satham, Ada Rivera, Lana Perkins, Jacqueline Binns, Demelza Campbell and Steven Hoffer

This year a new component was added to the SSS Storrs summer program called "Expressive Writing in Performance" (EWP). This class takes an innovative academic and artistic approach to developing the writing and presentation skills of our students. The students learn the language of drama through a series of interactive and written exercises, and explore their personal narratives through journal entries, scenes and monologues.

We wish to congratulate the many SSS students who earned a place on the Dean's List for their outstanding grades in 2001/2002, as well as to all those whose GPAs met SSS Goals of 3.0 or above. We also would like to extend our sincere thanks to faculty for their support in providing us with information on our students' progress.

News from SSS Avery Point

During the summer component of the SSS program, Avery Point SSS students served as guides for SSS students from other campuses for Project Oceanography, a hands-on learning event that exposes students to marine life. One-hundred students participated in Project O, which con-

sists of a boat ride on Long Island Sound. This marine exploration enabled students to collect water samples, perform soil and sediment tests, and explore marine life.

As a prelude to Service Learning this year, students read Jonathan Kozol's *Savage Inequalities* which discusses the inequities of public school funding.

Avery Point SSS students also visited in the Branford Mansion and toured the Alexey von Schlippe Gallery of Art. Lastly, SSS students also continued to play a very active role at the Avery Point campus during the academic year. They were actively involved in Associated Student Government activities, and assisted in the Halloween dance, Ski Trip, and the Spring Fling.

The SSS students at Avery Point are taking an active role in student government and activities.

News from SSS Stamford

Like the students from the other SSS programs, Stamford students are excelling in their academic careers. Recent graduate and former SSS student Carlos Cisneros has obtained a position as a business analyst for Frito-Lay in Ecuador with his degree in Economics. Congratulations on this achievement.

Students in this summer's program also held an Activity Day and had three different talent acts at their closing ceremonies this year held on Aug 2nd. In addition, the students really enjoyed their participation in Project Oceanography held at the Avery Point Campus.

News from SSS Hartford

LaVickie Jefferson, a 3rd semester SSS Hartford September brancher to Storrs was fortunate to be selected along with a group of SSS students to spend three weeks

at the University of Liverpool, England this summer exploring its history and heritage from a Black perspective. She considers the experience the best in her life and wishes that the program lasted longer.

This year the Hartford SSS program served its largest group of students in its history. A diverse group of sixty students from the greater Hartford area spent the six weeks on campus attending classes.

SSS Hartford along with the SSS programs at Avery Point, Stamford, and Waterbury collaborated on three successful summer experiences for the program participants. They first attended a Drama lecture on the Storrs campus on Fri., July 12th. On

Fri., July 19th, they all attended Six Flags in Agawam, Ma where they all had a great time. Last, they all held a "STRESS RELIEF" field day at the Avery Point campus where they played basketball, volleyball, held a talent show, and went on the Project Oceanology Research Boat. All these activities are a nice balance to the rigors of the academic experiences in the classroom.

News from SSS Waterbury

The students worked on projects and presentations where they had to share information on their ethnic background such as food, music, dance, language and customs.

In addition, this summer the students also created a newsletter that focused on the benefits of the program which included commentary from all the students and faculty. The exciting finish to this year's program featured guest speaker Attorney James Parker, former SSS student, Uconn graduate and author of *The New Assassination*.

During the academic year, students continued to play a very active role at the Waterbury Campus, through their involvement in activities sponsored by the Associate Student Government.

GEAR-UP UPDATE

The GEAR UP Program has just finished its second year working with students in two middle schools in the New Haven school district: East Rock Global Studies Magnet and Edgewood Magnet. The program started out servicing students in the 6th and 7th grades and was designed to continue working with students at those grade levels, as well as following the initial cohort of students through their high school years. In doing so, we add an additional grade onto the students we serve every year. This past year we worked with a total of 456 students in the 6th, 7th, and 8th grades, and this fall we will begin working in the high schools with our transferring 9th graders.

This year, with the help of the State Department of Education, GEAR UP began the Affective Component: Maximizing Adolescent Academic eXcellence (The MAAX). Given the mission of GEAR UP, each module featured in the curriculum emphasized an early college awareness theme. MAAX staff trained social studies teachers to deliver the curriculum during their class period. A total of 119 class sessions were conducted across both school sites that included workshop activities and

exercises designed to enhance youth development. For the 8th graders, facilitators focused on helping to prepare students for the transition to high school. The Saturday Academy was held for three consecutive weeks in May for students in both the Magnet Schools. In the science classes the teachers co-taught with visiting professors. The sessions on technology introduced the uses and functions of Microsoft Excel. As students learned the meaning and uses of spreadsheets they created their own report cards. In addition for the academic year, GEAR UP worked closely with the head professor of math at Gateway Community College to hire college students to provide after school tutoring for our students.

During the Saturday Academy a workshop was held for parents to get them thinking about college for the students early on. Workshops and informational sessions were held during the academic year to increase parental awareness and involvement in the child's academic progress. Parents were also informed of ways that their student could earn free scholarships and grants through the Department of Higher Education during their freshman through senior years of high school. The

students toured the University of Connecticut and a College Fair was held at Gateway Community College for students and their families at the end of the Summer Program.

The third annual GEAR UP Summer Program was held at Gateway Community College in North Haven. Our students finishing the seventh grade attended the program from July 1st to August 1st. This year's theme was based on a reality workshop relating to the science of nutrition. As we move forward in our partnership and continue to grow, our GEAR UP program is currently finalizing new plans to involve the Princeton Review as part of our services. We are developing a progressive plan for our 7th, 8th, and 9th grade students to solidify and build their verbal and math skills. This needs to be an annual, on going process and will be instrumental in the students' preparation for PSAT and SAT exams. The fun and interactive courses will include skills in: math, reading, grammar, writing, and vocabulary. Overall, we are pleased with the direction that our GEAR UP program is taking as we continue to better our services to the students.

POLICY SEMINAR 2002

At the 2002 Policy Seminar, which took place on March 16-19, held in Washington DC, educational administrators of TRIO programs from all over the country met to discuss the policies that will impact educational opportunity for their population of students. Thanks to their hard work and the support of the legislators, significant increases in funding will help in creating better access to higher education for TRIO students.

This year's attendees were SSS Counselor Marie McCain, Upward Bound Advisor Michael Menefee and two SSS alumni, Valerie Jackson and Joyleen Albarracin. They had the opportunity to speak with Congressman Rob Simmons who represents the second district of Connecticut. The SSS alumni shared their experiences at the University of Connecticut in addition to commenting on how the TRIO program helped to guide them in their academic lives and subsequent professional careers. Ms. Jackson, now a social worker for the Connecticut-Department of Chil-

dren and Families, relates, "I believe the personal stories we told as TRIO alumni provides a powerful impact in allowing Congress to see there are students who really benefit from and succeed as a result of TRIO Programs." Ms. Jackson graduated from the University of Connecticut with a BA in 1993 and is currently on educational leave to complete her Master's degree in Social Work. She is also conducting an internship at Connecticut Children's Medical Center as a social worker in their Endocrinology Clinic. Ms. Jackson concludes, "I was impressed and amazed to see how TRIO Programs have been beneficial to not only students in Connecticut, but many students across the country." Ms. Albarracin also spoke about her experience to congressional leaders and agrees that Policy Seminar offers TRIO programs the opportunity to educate national politicians on the necessity for their programs. "When I was asked to attend Policy Seminar I was really happy. Being in Washington was a learning experience. I was exposed to other alumni and also saw first hand, what it takes

to run a program of that magnitude. I have never been too far from UConn and at times have returned to do Career Days and other activities for SSS. But this time I was able to share my story, with people that were going to make a difference—with law makers." Ms. Albarracin received her Bachelors degree in 1987 in Women's Health Counseling and is continuing her post graduate work through the Uconn School of Social Work and Eastern Connecticut State University. Since graduation, she has been the director of Windham AIDS Program, and Assistant Director at Quinebaug Valley Community College, two positions that allowed her "to give back to [her] community what was given to me at SSS." She currently coordinates a federally-funded Family Literacy Program called Even Start for the Windham Public Schools. "It is clear that without SSS, I would have never achieved what I wanted so quickly," says Ms. Albarracin. "I probably would have taken many years and more struggles. It was not an easy road, but I knew I had support."

SHARED JOURNEY'S PROGRAM: JENN VEGA HALL



This July I had the privilege of attending the Shared Journey's Program at the University of Liverpool, England. The program is sponsored by the Council for Opportunity and Education and Student Support Services of the University of Connecticut. Shared Journey's is a three week adventure in education, culture, and per-

sonal growth. We tour various cities in Northern Europe and have an intensive two week learning session in Liverpool. At the University I learned about the interlocking relationship between the British Government, their Economic System, and Liverpool's diverse population.

As students we were given every opportunity to interact with the community of Merseyside Liverpool in order to develop a better understanding of what we were being taught in the classroom. This exposure proved to be very useful when traveling to the various other countries in Northern Europe and taking the initiative to connect with locals in order to understand the politics and cultures of the city.

This experience improved me in everyway. I now have insight to a world and culture that I might never had known were it not for this program. I also now

have a basis on which to compare America's economic system and community resource availability. The opportunity to learn did not end in the classroom. I was constantly learning from my surroundings and the diverse group of students I traveled with who were of varying ages, races and experiences. Now that I have returned to UCONN I hope to incorporate my experience abroad into the learning process here and to share my new found knowledge with others.

CAP would like to thank Dr. Roger Buckley for providing academic guidance and assistance with the Independent Study of "Liverpool's Black Roots."

SPOTLIGHT ON EMMANUELLA



One of Upward Bound's most outstanding former students can now add her new position as Assistant Dean of Admission to her growing list of achievements. Emanuella Revolus was appointed Assistant Dean of Admission at Wesleyan University this fall.

Ms. Revolus's exceptional performance in the Upward Bound program during the years 1994-1997 is certainly reflected in her professional career. She has previously completed internships with reputable businesses such as USB Warburg, Inc. in Stamford, CT and Chubb Group Insurance Companies. Prior to obtaining her position as Assistant Dean of Admission at Wesleyan, she was employed at the Wesleyan Office of Community Services as the Special Events Coordinator and later as the Community Relations Coordinator.

To excel and to contribute best describe Ms. Revolus's academic and professional careers. While a student in the Upward Bound Program she was recipient of the Literature, Calculus, Physics, Mathematics and English Awards of Excellence, in addition to other awards from Westhill High School where she graduated in 1998. Ms. Revolus continued her education at

Wesleyan University where she received a Bachelor of Arts in Sociology, and received the McNair Scholar Fellowship and the Charles B. Ray and Gould Scholarships. In the spring of 2001 she participated in the School for International Teaching's Alumnae of Ghana: Art and Culture Program in Ghana, West Africa. She has also given back to the Upward Bound Program by organizing projects and facilitating classes and tutorials for the Wesleyan ConnCAP- Upward Bound Program.

Currently, Ms. Revolus furthers her commitment to providing higher quality education and increasing diversity for potential students at her alma mater as the Assistant Dean of Admission. In this capacity, she is attending college fairs, making college visits, coordinating alumni meetings, reviewing applications and engaging in other professional development responsibilities.

ETS UPDATE

The Educational Talent Search (ETS) grant for the period, September 1, 2002-August. 31, 2006 was awarded in August. Presently the project serves 675 participants in New Haven and Windham. Of the 675 served, 585 are student participants and the remaining 90 are adult re-entry clients. Project funding increased 13%. The ETS project continues to define and expand its educational outreach activities and partnerships with thirteen schools, three middle schools and ten high schools.

We have continued and expanded initiatives for middle and high school students. Middle School services include interactive student development workshops on topics such as early college awareness, financial aid and career development; after school academic enrichment and help with homework; college visits and periodic cultural trips. A significant part of the service for high school students includes, college assistance ranging from participation at College Fairs, interaction with college representatives; technical assistance with the college selection and application pro-

cess provided by the staff; and technical assistance with the financial aid and GEAR-UP functions.

Noteworthy services include the introduction of, at Jackie Robinson Middle School, a computer course designed to enhance students reading, writing, and mathematic skills. Typically, this course is utilized by the school as part of the academic program and was made available to the ETS program through the efforts of the New Haven ETS middle school liaison staff member.

In Windham, we have continued our commitment to program two SAT prep classes. In the junior year students participate in a sustentative review course addressing verbal and math topics. The course is open to ETS and non-ETS students. It content includes practice sessions in analogies; verbal and math techniques sentence completion, and critical thinking. This eight-week course was offered on Wednesday afternoon and Saturday morning. Additionally, a shorter four-week prepara-

tion was scheduled for seniors. Site Coordinators recruited at each of the sending high schools in New Haven and the Windham staff member provide technical assistance to all project seniors. This year the program served 100 seniors. Qualified students applied to over two hundred twenty colleges and ninety five percent were placed in a post-secondary institution.

The project continues to develop new partners and collaborators. They include the New Haven Educational Fund and the Yale teachers Institute. We have, also for the past four years provided health care career awareness through a partnership with Yale New Haven Hospital. This year as in previous years, middle school students toured Yale New Haven Hospital and met with professionals from various occupations. Many of these volunteers shared their educational experiences, which included attendance and graduation from the same schools that the ETS students attend. The end result of this interaction is, of course, extremely motivational for our students.

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Center for Academic Programs Mission Statement

The Center for Academic Programs (CAP) increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its three constituent programs: Educational Talent Search and Upward Bound/ConnCAP provide programming to increase middle and high school students' college access and retention; Student Support Services provides programming to facilitate students' retention in and graduation from the University of Connecticut. CAP designs and implements these programs in accordance with guidelines set forth by its funding bodies, including the University, the State of Connecticut, and the U.S. Department of Education, and other programs which promote educational opportunity for all.