What is Upward Bound?

When I am asked by parents or students, “What is Upward Bound?” I usually respond with the standard answer that Upward Bound is a federal grant program through The University of Tennessee assisting and preparing high school participants to enter and graduate from a four-year university. Yet, there is so much more to Upward Bound than its basic description or the many services that it provides to the participants in the program. To me, when I think of Upward Bound, I think of three words: Growth; Support; and Opportunity.

Growth – During the orientation of the Upward Bound summer program, I tell all the students that the summer program will be a chance for them to go beyond themselves and attempt things they might not have done on their own. Those students who are athletically inclined will be urged to participate in more academic and creative events. Those students who are more academically inclined will be urged to be more athletic. Throughout the time students are involved in Upward Bound, they are motivated and encouraged to grow in all aspects of their lives - academically, socially, athletically, and even creatively. Growth is an essential life skill for succeeding in college and in today’s world.

Cont’d on p. 3

Does GPA and Homework Really Matter?

Because of the great increase of open admissions colleges and community colleges throughout the United States, many high school students believe their GPA and homework is not that important. All that is important to these students is graduating with a high school diploma. They assume their high school performance does not have much of a bearing on their future plans. Here are some common misconceptions high school students have regarding GPA, homework, and performance and the actual reality behind them.

Misconception: There is no connection between success in college and high school performance. In a 1992 national survey, 84% of all the high school students had expectations of going to and succeeding in college by earning a degree, yet of those students who had college degree expectations but had a C average or lower, only 21% of them were able to earn an associate’s degree or higher. The survey also found that these same low GPA students had only a 50% chance of earning even one college credit.

Misconception: Homework done in high school really has nothing to do with college success. Many students do not see any connection between homework done in high school and success later in college, but research says otherwise. Research has found that students who do do homework in high school will have 1.2 less years of postsecondary education and 19% lower annual earnings than the average student. Those students who spend 15 or more

Cont’d on p. 4
Is a College Degree Worth It?

As high school students come closer to graduation, the questions of which direction to take for their lives becomes more dominant in their thinking. Many students are faced with the options of going to college or entering the workforce. With the cost of colleges continually rising, students may wonder if the cost of college is really worth it in the long run. Most students know of a person, who did not go to college but is very successful in his or her field and is also doing very well financially. These students believe that they also could be successful and prosperous with just a high school degree. Unfortunately, these students’ example of success is an exception to the true reality of today’s job market. To get a better picture of a student’s potential job status and earnings, we must compare the average high school graduate to the average college graduate, such as the graph shown on this page.

Looking at the graph “Education and Training Pay,” we can compare the differences between high school graduates and college graduates in average yearly salary and unemployment rates. When we look at the left side of the graph and compare unemployment rates, we notice that the unemployment rate for high school graduates is 4.7% compared to the 2.6% rate of college graduates. On the right of the graph, we see that average earnings of a high school graduate were only $31,075 compared to the average earnings of bachelor’s degree graduate at $50,394. Therefore, high school graduates are two times more likely to be unemployed and make $20,000 less per year than a four year college graduate. Over the span of an average worker’s career, an average college graduate will make over a million dollars more than an average high school graduate.

Is a college degree worth it? We all probably can think of people, who have done just fine with out one; but as this graph shows, it is a lot easier for most of us to do well with one.

Stephen Stockton, Associate Director

During a September Saturday session, a group of AEUB students gather for a picture before a scavenger hunt activity.

What Did You Do Last Saturday?

How did you spend your last Saturday? Did it help you achieve any of your goals of going to college or preparing for a future career? If you attended an Upward Bound Saturday session, you would be able to say, “Yes, I spent my Saturday getting prepared for my future goals and dreams, while having a great time.” Upward Bound Saturday sessions are filled with activities and workshops geared to prepare students for college and their careers. At the center of the Saturday sessions, are the many workshops. The workshops cover different topics such as ACT preparation, financial aid, the job interview, writing a research paper, and many more topics. Along with the workshops, students have the opportunity to receive tutoring in any subject or utilize the computer lab for completing homework, building a website, or searching the internet for colleges or scholarships. Students also participate in a variety of fun activities including scavenger hunts, the pumpkin pageant, the noodle duel, and many others. With fun activities and informative workshops, Upward Bound students prepare for their futures while having a great time.
Student Thoughts Regarding AEUB

“I like the fact that you get the college experience. I like the way the Educational Specialists care about each student, and the way that they take the time to help us out individually.”

Mahogany Douglas
Central High School, Senior

“When I think of Upward Bound, I think of the word Challenge because Upward Bound challenges you to think outside of yourself.”

Brandon Rader
Clinton High School, Junior

“Upward Bound not only helped me pursue goals beyond high school, they also helped me meet new people and explore outside my comfort zone. I plan on taking everything that Upward Bound has shown me with me everywhere I go and improve throughout my life.”

Lovisha Cantrell
Austin East High School, Senior

“This has been a growing experience. I’ve done my best to meet each challenge that I have faced. I have had a lot of fun learning and preparing for my future.”

Kevin Snelson
Anderson County High School, Senior

What is Upward Bound?
Cont’d from p. 1

Support – When a new graduate student enters a university, the student is assigned a faculty advisor and then chooses two or three professors to join the faculty advisor to be on the student’s doctoral committee. The sole purpose of the advisor and the committee is to assist and to support the student as needed to achieve the student’s goal of graduation with the desired degree.

When a student joins Upward Bound, he or she goes through a very similar process. Each student is assigned to an educational specialist, whose goal is to support the student through the struggles of the ACT, financial aid and college applications to achieve the goal of entering a college to earn a four year degree. The rest of the Upward Bound staff act as the student’s committee providing other beams of support for the student to achieve.

Opportunity – Upward Bound is all about opportunity. There are so many opportunities for students after high school, and our goal is to show students what opportunities are available and then to motivate them to go and seize those opportunities for themselves. We provide students opportunities to visit different colleges, to contribute in community service, to prepare for the ACT, to be involved with different cultural events, and to experience college life. We do all these things to show the students that the opportunities of going to college and achieving a degree are attainable. We set before the students the maps of life with all the potential roads of opportunity, but it is up to each student to choose the road that best suits him or her and then to take it.

GROWTH • SUPPORT • OPPORTUNITY

Three words out of many which can be used to describe the benefits that students receive by participating in Academic Enrichment Upward Bound.

Stephen Stockton, Associate Director

At Saturday sessions, students receive assistance in tutoring, ACT preparation, and filling out applications for colleges and scholarships. Here, Ms. Musa Hoffman (upper left) assist Lovisha Cantrell, Amber Porter, and Sharonda Cherry in filling out various applications.
hours a week doing homework will have 1.5 more years of postsecondary education and 16% higher annual earnings than the average student. Spending quality time on homework dramatically increases a student’s chances of attaining a higher level of education and earning a higher salary in a career.

**Misconception: It really does not matter what courses I take in high school just as long as I earn my diploma.** The strength of coursework a student takes turns out to be an even better predictor of a student’s college success than GPA. Therefore, it is imperative that students consider taking challenging coursework that will prepare them future rigors of college work.

Does GPA matter? Is doing homework that important? Absolutely! Challenging yourself to do your best by completing homework, by raising your GPA, and by taking challenging classes will help increase your chances of succeeding at college and in your future career.

James E. Rosenbaum, (2004, Spring)
“It’s time to tell the kids.” *American Educator.*

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**Kofi Boateng**

“You don’t know what you’ll be missing unless you try.” At Austin-East High School Kofi Boateng tried Upward Bound, tailoring, engineering, math and football too. Upward Bound had “taught me a lot about what to expect in college (and) helped me decide what type of college to go to and what I was looking for.” Football, math and Upward Bound were Kofi’s ticket to undergraduate studies at Virginia Tech University. Surprisingly, when he started his studies in engineering he discovered that it was math that he really loved, not science. He no longer wanted to pursue engineering; instead, he decided to try fashion design. Kofi had found his career goal. He is now working in Atlanta and “got hired on with Human Resources (of Morrison Health Care) with my people skills (from Upward Bound).” Kofi continues to try to focus on is main goals “To get the clothing line going here in the South” and to always remember: “Don’t be afraid to try.”

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**Aneisha Davis**

Aneisha Davis dreamed big. During high school Aneisha decided that despite chronic procrastination she wanted to be “some great writer or poet.” She got a lot of encouragement. She was in Academic Enrichment Upward Bound at Fulton high school from 1996-99. Each week her Upward Bound Counselor Ms. Brown would help her out with an assignment or application with the instructions “Do it now, Do it fast.” Aneisha and her friends in Upward Bound reminded each other: “If you do well in high school then you have a chance.” It was not until Aneisha started the Upward Bound Summer Bridge Program that she began feeling that she “was supposed to go to college.” The Bridge Program made her realize, “UTK is where I was supposed to be.” Aneisha graduated from the University of Tennessee, Knoxville with a degree in English and another in African-American Studies. While she is not yet a famous writer, Aneisha does get to inspire others with the lesson she learned and followed. “If you don’t do well in high school, if you don’t well on the ACT, life is going to be tough; high school is the beginning of the rest of your life.”

Justin Toombs, Educational Specialist
Building a Bridge to College

Every year, Upward Bound seniors apply for the Upward Bound Bridge Scholarship Program. The program allows the students to take college courses at The University of Tennessee, Knoxville the summer right after their graduation but before their freshman year in college. The students select four courses in the fields of physical education and English. These eight general credit hours give the Bridge Scholars a head start on their college career at UTK or to wherever the students choose to transfer. The scholarship covers all tuition, room, board, and book fees. The Bridge Scholarship is worth approximately $6,000. In the summer of 2005, five students received the scholarship – Alisha Ciuftinni from Anderson County High School, Ashley Renfro and Latisha Gregory from Clinton High School, and Lindsay Rountree and Evan Shelton from Fulton High School. This year, AEUB seniors are diligently filling out applications for the summer 2006 Bridge Scholarship, which will be rewarded at the end of the year at the AEUB Award’s Ceremony.

An Amazing Summer

The summer of 2005 was an amazing one for the participants of the AEUB summer component. The theme for the summer was the "Amazing Race." Just like the famous television show, the four summer Greek teams, the Alpha Rho Lightning, the Beta Chi Hawks, the Epsilon Zeta Vipers, and the Omega Omega Eagles raced to earn the most miles for their Greek team to win the coveted trophy – the Director’s Cup. Each week’s theme brought a different continent like Africa and Asia to provide a different backdrop for the competition to be held. The week would then end with a Thursday activity night organized by one of the Greek teams for fun and games centered on the culture of that week’s continent. Greek teams also earned miles by competing in a variety of competitions such as sand volleyball, gym activities, scholar’s bowl, Director’s challenges, and painting a mural on the UT Rock. At the end of the summer program at the Summer Award’s Banquet, the final announcement was made of which team was the most outstanding Greek team of the summer program by earning the most miles. The winners of the 2005 Summer Director’s Cup were the Alpha Rho Lightning! Congratulations to them and all the participants of the summer program for all their hard work and fun that they had during this “amazing” summer.

Coming in Summer 2006

"The New U" is the theme of the 2006 summer program. Each week students will focus on a different theme. The themes include “A New Challenge,” “A New Vision,” “A New Attitude,” and “A New Path.” There will also be a lot of new changes to the summer program to make the whole experience mirror the college experience. Some of the new things students can expect are course registration on computers, course numbers, course timetables, and membership into one of five colleges (i.e. the College of Applied Sciences) with introductory courses in that college. All the new changes are guaranteed to make this summer a fantastic college experience for all involved.
Ms. Lana Wilcox is the newest member to the Academic Enrichment Upward Bound staff. Lana began working for the Upward Bound programs during the summer of 2002 as a Resident Assistant for the Pre-College Upward Bound program. She continued to work for the Upward Bound program for the next two summers between her undergraduate semesters at The University of Tennessee, Knoxville. Presented with the opportunity to continue working with the University of Tennessee’s Upward Bound family, Lana eagerly accepted the position as an Educational Specialist in March of 2005. As an Educational Specialist Lana works primarily with the students of Clinton and Fulton High Schools. “I have enjoyed Upward Bound from the moment I began working as an RA. I think it is a wonderful program with a lot to offer those students who take advantage of it”. The thing she likes most about her job is “watching a student progress into his or her unique aspiration. The best part of my job is seeing a student smile proudly at his or her accomplishments.” Lana has undeniably made AEUB her home; she will continue to work with the students as she returns to school to begin working on her master’s degree.

Positive Self-Concept

When you look in a mirror, what do you see? What sorts of words would you use to describe yourself? Are they positive, negative, or a combination of both? The view that we have of ourselves is called our self-concept. This view may be negative or positive and is learned through interacting with other people and the environment around us. Self-concept includes not only how we view our physical body, but also how we view our ability to accept and respect ourselves and others, solve problems, and make a difference in the world around us.

Working toward achieving a good self-concept begins by learning to accept yourself as you are today. Become aware of your strengths and weaknesses and make an effort to capitalize on your assets. Concentrating on the ways your talent can help you experience success also fosters a better view of yourself. As your self-concept improves, you will have the resources to begin working on overcoming your weaknesses.

The other essential ingredient in being able to move toward a positive self-concept is believing in yourself. If you do not believe in yourself, others sense this and will act accordingly. This clearly helps keep a bad self-concept firmly in place. On the other hand, if you do believe in yourself and project a good self-concept, others will look at you as someone who is self-confident and deserves respect. So, in attaining a good self-concept, you reach the point of being able to look beyond yourself and assist others. Thus, the payoffs of having a positive self-image are great, both for you and the people around you!

Dr. Ernest W. Brewer, Professor and Principal Investigator/Director of TRIO Programs

Where Will the Good Jobs Be?

A recent article on Forbes.com analyzed America’s potential job market growth from 2004 to 2014 to see in what areas would the good, well-paying jobs be. At the top of the list were registered nurses with over 703,000 new job opening in the next decade. One common thread among the top five largest growing fields is that each requires the worker to have some type of postsecondary degree. Postsecondary education is becoming more and more vital to succeed in America’s growing job market.

<table>
<thead>
<tr>
<th>America’s Fastest Growing, Well-Paying Jobs</th>
<th>800,000</th>
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<tbody>
<tr>
<td>Registered Nurse</td>
<td>700,000</td>
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<tr>
<td>Postsecondary Teacher</td>
<td>600,000</td>
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<tr>
<td>Operations Manager</td>
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<tr>
<td>Accountant/Auditor</td>
<td>400,000</td>
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<tr>
<td>Software Engineer</td>
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<td>Potential New Jobs from 2004-2014</td>
<td>200,000</td>
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<td>100,000</td>
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Questions for an Admissions Counselor

A EUB knows that high school students have many questions regarding the process of admissions; so we took some time to ask Eric Stokes, Assistant Director of Admissions at The University of Tennessee, Knoxville, some questions that we often hear asked by students.

Q. How important is sending an application before the early admissions deadline?
A. Deadlines are the most important aspect of any admissions process. Colleges and Universities can only admit so many students in their freshman class, and only have so much scholarship money to award students. If you miss a deadline, you could miss out on a lot of money or even your chance to attend that college.

Q. What are some of the common mistakes people make on their applications?
A. Misspelled words and illegible handwriting are among the most common mistakes I’ve seen. Misspelled words in admission letters and essays reflect badly on a student’s writing ability. Also, poor handwriting will cause admission processors to enter incorrect names, social security numbers, or even high schools. If someone can’t read the writing, then they have to give a best guess, and sometimes they’ll guess wrong.

Q. As an admissions counselor, what things can make a student’s application stand out to you over others?
A. The more information in a student’s admission file the better. Send in letters of recommendation from teacher guidance counselors, or principals. Also, a resume of jobs, school organizations, or community service groups always adds some shine to your file, and don’t forget to type and proofread your admission essay.

Q. When examining students’ transcripts, is it better for a student to have a few honors or AP courses with B’s or have regular, less challenging courses with A’s?
A. In my opinion, it’s always better to have a few honors courses only if you make B’s in them. If you are going to make less than a “B” then I recommend taking the general class and do well in it. Colleges are different in their freshman GPA scale, some will award academic rigor while others will not. Be sure to check around with your colleges of interest to find out what they require.

Q. What tips do you have for writing the application essay?
A. PROOFREAD! Nothing is worse than sending an essay to UT and your opening sentence states, “I always dreamed of going to Florida State University...” Using the same letter is ok, just be sure to proofread before turning it in. Also, write about your skills and what you can bring to the university. If you are a star poet, singer, athlete, student leader, or whatever you’re good at, let the college know.

Q. In what ways do extracurricular activities, community service, etc. play a part in the application decision?
A. It depends upon the institution. Some schools will only look at your GPA and standardized test score. Others may have a holistic approach to admission, which takes into consideration things beyond your GPA and test score. Things such as: rigor of courses, school activities, community service, leadership roles in organizations, and several other factors.

Q. Who are the best people to have write out a student’s recommendation letters?
A. Teachers, guidance counselors, or principals. I’m sure your uncle or neighbors know you very well, but they can’t speak on the quality of your academic ability and performance. It’s always best to get support letters from your English, math, and science teachers.
Who doesn’t like free money? Of course, we all do! Especially when it’s free money that can help send a student to college. The FAFSA is an application that students and their families complete their senior year of high school and also while in college to receive financial aid money. Money awarded by the FAFSA is done so on a needs basis, which means students and families that have the most need receive the most aid. However, money granted to students and families may run out. It is very important to complete the FAFSA application early. The five following steps will help you prepare for and complete the FAFSA.

<table>
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<th><strong>To Do</strong></th>
<th><strong>Why</strong></th>
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<tbody>
<tr>
<td>Step 1. <strong>Apply for a FAFSA PIN</strong> at <a href="http://www.pin.edu.gov">www.pin.edu.gov</a>.</td>
<td>Your PIN serves as your electronic signature, allowing a faster application process.</td>
</tr>
<tr>
<td>Step 2. <strong>Complete the “FAFSA On The Web” sheet</strong> found online at <a href="http://www.fafsa.edu.gov">www.fafsa.edu.gov</a>.</td>
<td>It prepares you for the questions asked on the online FAFSA.</td>
</tr>
<tr>
<td>Step 3. <strong>Gather necessary tax information including Social Security Number, Driver’s License Number, W-2 Forms, Federal Income Tax Return, Unfiled Income Records, and current bank statements.</strong></td>
<td>Tax information is needed to access your financial need. A FAFSA will not be processed until it is complete.</td>
</tr>
<tr>
<td>Step 4. <strong>Complete the FAFSA online as soon as possible at <a href="http://www.fafsa.edu.gov">www.fafsa.edu.gov</a>.</strong></td>
<td>Money runs out! Submitting your completed application (after Jan. 1 of your graduating year) early may provide you with more money.</td>
</tr>
<tr>
<td>Step 5. <strong>Renew your FAFSA every year!</strong></td>
<td>To receive financial aid each additional year you are in college.</td>
</tr>
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Last January, Upward Bound seniors and parents (left picture) attended the annual Upward Bound Financial Aid Workshop. Pat Peace (center picture), the Director of Financial Aid at Pellissippi State Community College, gave them a thorough overview of the financial aid process. Afterwards, parents and students had the option to file the FAFSA online that day (right picture) with the assistance of Upward Bound staff.

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**College of Education, Health, and Human Sciences**
Dr. Robert Rider
Dean
**Department of Theory and Practice in Teacher Education**
Dr. Susan Benner
Professor and Department Head
**Educational Administration and Supervision**

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**AEUB Staff**
Dr. Ernest W. Brewer
PI/Director of TRIO Programs
Mr. Stephen Stockton
Associate Director
Ms. Lana Wilcox
Educational Specialist
Mr. Justin Toombs
Educational Specialist
Ms. Musu Hoffman
Academic Instructor
Mr. Kevin Thomas
Academic Instructor
Ms. Irina Bobrovitskaya
Academic Instructor

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**Academic Enrichment Upward Bound**
1914 Andy Holt Avenue
25 HPER Building
Knoxville, TN 37996-2745
865/974-4466 • aeub@utk.edu

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THE UNIVERSITY OF TENNESSEE
Pre-College Enrichment Programs