



UPWARD BOUND

Volume 6, Issue 2

College Bound

UNH Upward Bound / 603-862-1563 or toll-free 800-270-3848

The Kennedy Amendment and the Continuing Funding of Upward Bound

Upcoming Events for Parents/Guardians

Summer Orientation Day:
May 28, 2005
Transportation to and from UNH provided for returning students

UB Summer 2005 Dates:
June 26 - August 6, 2005

Opening Day Ceremonies:
June 26 check-in 10 - 11:30 am

Day off for students:
July 4
Students arrive at 10:30 am on 7/5

Parent Discussion/ Visitor Nights:
Tuesdays 7/5, 7/12, 7/19 & 7/26

Family Picnic:
Sunday, 7/24 1 - 4:30

Closing Ceremonies
Saturday, 8/6 12-3:30

At the end of last week, the Senate passed the Kennedy Higher Education/Job Training Budget Amendment. Among other things it restores funding to Upward Bound (UB) and Educational Talent Search (ETS). But it also increases Pell Grants dramatically and makes sure education is not sacrificed for corporate tax breaks. In fact, it proposes to pay for this increased funding for education by closing corporate tax loopholes. Because the House of Representatives must concur, and because the House and Senate appropriations must follow through and actually appropriate the money to TRIO, the battle to save TRIO is still very much alive, but the Kennedy Amendment set a stunning precedent.

The Kennedy Amendment came at the heels of a week during which over 1000 people came to Washington on their own to challenge the president's zeroing of UB and ETS. In addition to program staffers there were hundreds of successful program graduates from across the country who gave of their time and resources to speak on behalf of TRIO.

New Hampshire's delegation included Amanda Willette and Jessup Olson. Amanda graduated from Spaulding High School and attended UNH UB for four years. She went on to UNH and graduated with Honors in 2003. She even wrote a grant that enabled her to spend a semester in Tanzania where she worked with street children and helped them back into school.

Amanda spoke of the profound impact UB had on her; how it helped her gain the confidence and skills she needed to rise above her fears and realize her immense gifts. As a result she landed a terrific human resources position in Boston within a week of graduation and is the youngest office manager in the history of the

company. Amanda says, "I can speak to anyone now and my company is even confident to have me negotiate with the heads of multinationals." Yet without UB, she shares, "There is no doubt in my mind that I would not have made it through college."

Jessup graduated from Keene High School in 1996. His UB experience at Keene State College turned a mediocre student into a star who was accepted to Northeastern University. Unfortunately, Northeastern does not have enough housing and he could not afford to live in Boston. So, instead of switching schools, he decided to enter the Air Force. In the process he became an officer and forward air controller, which meant he directed air strikes on the ground in Afghanistan. And he never lost his dream of college.

Jessup said that were it not for UB he would still be in Keene with his high school buddies; but instead, the academic help and leadership training helped him discover his voice and quiet his fears. Now, he says, "I am comfortable briefing generals on military conditions on the ground." Furthermore, he has changed the outlook on higher education for his whole family. All of his younger brothers are directed to some form of post secondary education. And he will finish his BA at the University of Alaska in a year. And it would not have happened without Upward Bound.

This was the message they shared with Representatives Jeb Bradley and Charlie Bass and with the educational aides of Senators Gregg and Sununu. Lucky for me I was there to witness their words and thank them for their support for the next generation of Upward Bounders who might someday speak on behalf of the generation that will follow them. Without their stories and the stories of hundreds and ultimately thousands

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Teen Talk: Steer Them Right

Source: www.libertymutualinsurance.com

You step on the gas to get Tim to soccer practice and pick up Mary from dance class. You juggle your cell phone, trying to order takeout while maneuvering through the late-afternoon traffic. No harm in a little multitasking, right?

Not according to a recent survey that indicates teens are more likely to engage in safe driving practices if their parents set a good example.

The survey, co-sponsored by Liberty Mutual and Students Against Destructive Decisions (SADD), revealed that nearly two-thirds of teenagers admit to speeding and 62 percent say they use cell phones while driving. About one-third say they don't wear seat belts.

"Nearly 60 percent of high school students say their parents are the biggest influence on their driving, and 69 percent of middle school students say their parents will be the biggest influence when they do drive," says J. Paul Condryn III, executive vice president and manager of the Personal Market at Liberty Mutual. "When we engage in unsafe driving behaviors, it's no wonder they are inheriting our bad habits behind the wheel."

Junior Workshop

The Upward Bound Junior Workshop will take place from Wednesday, April 27 to Thursday, April 28 at the Aryaloka Retreat Center in Newmarket. Juniors will prepare for the SAT and will learn about the college application process. **This is an important workshop and is mandatory for all UB juniors.** Your student should receive more information in the mail at the beginning of April. In the meantime, he/she should arrange to get time off from work and free from other commitments.

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of other program graduates, the Kennedy Amendment would not have passed.

~ Dan

Summer Orientation Day

This year, we will be having Summer Orientation Day (SOD) on Saturday, May 28. P/Gs are invited to attend an informative orientation (although it is not mandatory for P/Gs of returning UB'ers), which includes a discussion with some of this year's Bridge seniors and a chance for P/Gs to ask questions and discuss any concerns about the Summer Program. Students will spend the day doing a variety of activities and completing a series of assessments for summer class placements. P/Gs may leave after their orientation or stay to enjoy a picnic style lunch. UB will provide transportation home for the students to the regular towns and stops. It is sure to be a fun and informative day. Look for more information in the mail as the day quickly approaches.

ALL JUNIORS should register to take the SAT this spring. If your junior still hasn't registered, they should get a fee waiver from their UB advisor if needed and register online at www.collegeboard.com. The deadline to register for the May 7 SAT test is March 25, and for the June 4 test the deadline is April 29.



"Nearly 60 percent of high school students say their parents are the biggest influence on their driving."

Upcoming Events

Colleges Visit April 2:
Worcester Polytechnic Institute/
Clark University

Colleges Visit April 25:
Emmanuel College and Suffolk
University in Boston (more
information will be mailed in
early April)

April 27-28:
Junior Workshop

"Don't worry that children never listen to you; worry that they are always watching you."
~ Robert Fulghum

Important Financial Aid Information for Seniors

What You Should be Doing Now

- ➔ Make sure that you have received financial aid awards from all schools. If not, call the school's financial aid office immediately to find out why.
- ➔ Review and compare financial aid award packages from different schools (see Award Comparison Worksheet on next page).
- ➔ Continue the college decision-making process. Important points to consider: financial aid, location of the school, majors offered, friends who may be attending the same school, student's enthusiasm about a particular school (this can be a good predictor of whether or not the student will stay at the school), and how you, the P/G feel about the school.
- ➔ Continue looking and encouraging your student to apply for scholarships! It is never too late, and many scholarships have a June deadline!
- ➔ Before sending a deposit to a school, be sure your student has no doubt that is the school he/she wants to go to. Many deposits are non-refundable!

"I've never made a mistake. I've only learned from experience."

~Thomas A. Edison



Wondering what your student's payment schedule will look like once he or she finishes college?

Sample Loan Repayment Schedule

Principal Balance	Term of Loan (yrs)	Monthly payment at		
		7%	8%	9%
\$ 1,000	2	\$ 50	\$ 50	\$ 50
\$ 1,500	3	\$ 50	\$ 50	\$ 50
\$2,000	4	\$ 50	\$ 50	\$ 50
\$2,500	5	\$ 50	\$ 51	\$ 52
\$3,000	6	\$ 51	\$ 53	\$ 54
\$4,000	8	\$ 54	\$ 57	\$ 59
\$5,000	10	\$ 58	\$ 61	\$ 63
\$7,500	10	\$ 87	\$ 91	\$ 95
\$10,000	10	\$116	\$121	\$126
\$15,000	10	\$174	\$182	\$190
\$20,000	10	\$232	\$242	\$253
\$25,000	10	\$290	\$303	\$317

FYI: Federal Perkins loans have maximum interest rate of 5%, Stafford loans 8.25%, and Parent Loans for Undergraduate Students (PLUS) loans 9%

Note: Payments for Perkins & Stafford subsidized loans begin 6 – 9 months after graduation. Payments for PLUS loans & unsubsidized Stafford loans begin while student is still in school.

"Education is what survives when what has been learned has been forgotten."

~B.F. Skinner

Scholarships

For free financial aid information:

NH Higher Education Resource Center
P.O. Box 877
Concord, NH 03302-0877

(603)225-6612 or
1-800-525-2577 x143
or online at:
www.nhheaf.org

A pilot program offered by NHHEAF is NH93.com, which will let students create a personalized profile that can be matched with their database to find local scholarships. Visit online at www.nh93.com.

For local scholarships:

NH Charitable Foundation
(800)464-6641
or online at:
www.nhcf.org

For national scholarships go to
www.fastweb.com.

Don't Talk to Me, My Friends Are Watching!

source: www.familyeducation.com

The words above are all too familiar for many parents of preteens and adolescents. As children approach their teen years, many parents find it difficult to strike a balance between "letting go" and "being there" for their children. The middle and high school years are difficult for young people, filled with growing peer pressure, dramatic physical changes, and an awakening need for more independence. Research shows that parent involvement begins to decline at the onset of the pre-teen and adolescent years; but that doesn't mean children wouldn't still benefit from it.

"Maturing children have a growing need to develop a sense of self and independence that is separate from their families."



The Great Shift

The reasons for this decline in parent involvement just as teens are entering middle and high school is two-fold. First, maturing children have a growing need to develop a sense of self and independence that is separate from their families. They begin to weigh choices and consequences, make more decisions on their own, learn from their mistakes, and establish their own sense of values to guide their decisions and actions. They begin refusing help from their parents and don't want them along when they're with friends.

Second, parents' roles begin changing, too, in order to allow for their children's self-identity development. While parents continue to offer support and love, they begin stepping back a little in all aspects of their children's lives in order to show their respect for their children's growing independence. Parents must begin to let adolescents make their own choices, good and bad, and have them take responsibility for their actions and decisions.

Changes in Attitude

The decline in parent involvement in middle and high school years can also be attributed to changes in attitude. Young people make it clear they don't want their parents playing the same large role in their upbringing and schooling that

they once did. Many parent-student activities that children find acceptable in elementary school, like registering for classes, attending school events, or walking to and from school, are seen as student-only events by middle and high school students.

In Education Week's 1999 Quality Counts report on the state of U.S. education, 56 percent of 8th graders surveyed consider lack of parent involvement either "not to be a problem" or a "minor one." Many parents tend to think the same way. In *Playing Their Parts*, a 1999 study by the research group Public Agenda, 35 percent of parents with children in secondary grades believed that a child's embarrassment over a parent's involvement was a major reason why parents become less involved in school as children get older. Twenty-five percent of parents think that "kids can handle school on their own and need parents less" in secondary school. As kids grow, it becomes a challenge for some parents to remain involved in their child's lives at home, let alone at school.

As children begin to adjust to their new school environments and meet the challenges of their new courses, parents may have less understanding of the work their kids are doing at school. Public Agenda's study found that the number-one reason high school parents gave for becoming less involved in their children's education was that "schoolwork becomes more difficult for parents to help with." Parents may feel unable to help with homework and hesitate to discuss curriculum issues with teachers, resulting in their becoming less involved overall.

Reversing the Trend

Research has shown that those middle and high schools that help families adjust to this transition show higher student achievement, higher graduation rates, and have more students admitted to colleges. A 1999 study by U.S. News and World Report

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“Don’t Talk to Me” continued from page 4

and the National Opinion Research Center at the University of Chicago assessed 1,053 high schools in major metropolitan areas throughout the United States. Of the 96 schools identified as educationally outstanding, 80 percent of them had developed strong partnerships with parents.

Many research studies have shown that when parents are involved in their child’s education, these students achieve more regardless of their socioeconomic status, ethnic/racial background, or the parent’s own education level. And many parents seem to be aware of how important their involvement is to children’s success. Last year, the National PTA, in conjunction with the research organization Bennett, Petts & Blumenthal, conducted a telephone survey of 800 parents of public school children from across the country. Ninety-one percent of parents polled felt that it was extremely important for parents to be involved in their children’s education regardless of grade level.

Effective Parenting

Though many parents might be surprised to realize it, research shows that they have a strong influence on their teenage children. Many parents want to be involved, but just don’t know how. There are many things parents can do to maintain strong involvement in their children’s lives as they approach adolescence.

•**Keep lines of communication open.** Parents need to have regular conversations with their teens and supply them with honest and accurate information on the many issues teens face. Start important discussions with your children and teens about smoking, drugs, sex, drinking even if the topics are difficult or embarrassing. Don’t wait for teens to come to you.

•**Set fair and consistent rules.** Parents need to set boundaries that help children

learn that with their new independence comes responsibility. Parents and adolescents can work together to set appropriate limits. Be sure that young people understand the purpose behind the rules.

•**Support their future.** Even if parents don’t feel they can help with homework, parents need to demonstrate that education is important to them and their child’s future. It’s important to know children’s teachers and to create a home environment that supports learning.

•**Be an example.** Parents need to demonstrate appropriate behaviors. Show concern for and be involved in the community and at school. Maintain regularly scheduled family time to share mutual interests, such as attending movies, concerts, sporting events, plays, or museum exhibits.

Friendly School Communities

Although students may not want parents directly involved in their classroom, there are many ways parents can be involved in middle and high schools that lead to positive effects on students. In order to help schools involve parents, in 1997 the National PTA created the National Standards for Parent/Family Involvement Programs. Here are some successful program ideas school communities have used to create comprehensive parent involvement programs.

•Provide special transition or orientation sessions for parents and students entering middle and high school.

•Establish a family resource center at your school to share information and provide parenting classes and other resources on adolescent development.

•Provide training and instruction for parents on curriculum, teaching methods, and tracking, assessment, and placement procedures and how they affect students.

•Encourage parents to volunteer by adopting and sponsoring academic programs, school clubs, or teams.

•Invite parents and students to serve on site-based management teams to participate in

school decision-making.

•Invite teachers, parents, and students to work together to design and monitor different community service experiences.

The PTSA Option

Students are genuinely interested in improving their schools, their communities, and the world in which they live. Organizing a parent-teacher-student association, or PTSA, brings everyone together to work on projects of mutual interest and benefit. Starting a PTSA is no different from organizing a PTA; it merely requires that students join and work alongside the adults. Having students serve on a PTSA can provide opportunities to discuss real issues and solve real problems facing today’s youth and schools. Together, students and adults can establish peer counseling and mentoring programs, organize substance-free dances and other school events, and plan student-led school orientations.

A PTA’s involvement in legislative activities also provides an opportunity for students to learn about the legislative process and the importance of advocacy at the local, state and federal levels. These types of experiences foster young people’s development and help them become successful, responsible citizens.

Everyone Benefits

Increasing parent involvement in middle and high schools benefits everyone: parents, teachers, schools, and (whether they want to admit it) the students themselves. Understanding how young people feel about their parents during their middle and high school years is important to developing effective parent involvement programs.

CollegeBound Newsletter

Upward Bound

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Address Service Requested

**Parents/Guardians
Important Dates to Remember:**

**Summer Orientation Day
Saturday, May 28**

**Summer 2005 Dates
June 27 - August 6, 2005**

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