A MESSAGE FROM THE DIRECTOR

Hello, and welcome to the first issue of *Family Focus* for the 2008-09 academic year! We hope that you find all of the information in this newsletter to be interesting as you and your Upward Bounder work together to plan for college.

A recent article in the *Pittsburgh Post-Gazette* talked about how researchers have identified 150 factors that determine whether or not a student is successful in college. While some of them—such as high school grades and quality of the high school they attended—seem like common sense, others—including feelings of being overwhelmed, conflicts with roommates, credit card debt, depression, loneliness, time management, surprise at the amount of writing required, and adjusting to new surroundings—are often overlooked until too late.

Being a student in Upward Bound is one small step that students can take to succeed since we can help students in so many different ways to prepare for college. However, it’s important for students to develop or strengthen their practical skills—such as time management, dealing with conflict, handling new situations, and taking responsibility for their actions—during their years at home. As a parent/guardian of an Upward Bounder, you play an important role in helping students to develop several of the skills and attitudes necessary for their future success. The information in this newsletter will hopefully help in that effort.

We look forward to seeing or talking with you soon and encourage you to call or e-mail us if we can ever help in any way.

*John Kula*
Mark your calendars!

UPWARD BOUND STAFF

John Kula  
Director  
jwk19@psu.edu

Mickey Lynn Bellet  
Assistant Director  
mlb43@psu.edu

Nicole Hudson  
Counselor  
ncw100@psu.edu

Jennifer Hadley  
Counselor  
jlh75@psu.edu

Dawn Zettle  
Staff Assistant  
dmz11@psu.edu

Nick Sisti  
Work-Study  
nps5007@psu.edu

SATURDAY PROGRAMS HAVE STARTED!

Looking for the bus schedule in the U. B.

October 11  
December 13  
February 14  
March 21  
April 25

You are permitted one UNEXCUSED absence during the year. To be excused for school-related events, send in your signed Saturday program excuse form within one week following the program date.
U. B. CLASS OF 2008: WHERE ARE THEY NOW?

Caleb Ball - Lock Haven
Miles Buckelew - Lock Haven
Liberty Clark - Misericordia
Jasmine Ellis - Penn State Altoona
Tereasa Estep - Lock Haven
Joshua Hudson - Penn State Altoona
Chris Kyler - Lock Haven/Clearfield Campus
Chris Litzinger - Lock Haven/Clearfield Campus
Kyle Lockrouit - Penn State University Park
Harley Moore - Penn State Altoona
Denton Oburn - Penn College
Eric Pelka - Penn State University Park
Jessica Price - Carnegie Mellon
Michael Russell - Penn State University Park
Lindsay Shore - Penn State Mont Alto

Jessica Sisti - Kutztown
Kenny Snell - Lock Haven
John Sosnowski - Lock Haven
Melissa Valentine - Mount Aloysius
Chris Welker - Lock Haven/Clearfield Campus

Penn State's Upward Bound program serves students from seven different high schools in central Pennsylvania. Last year's seniors are attending colleges all over the state.
U. B. SUMMER PROGRAM: A NONSTOP FUN FEST!

Between classes, organized activities, and free time, Upward Bound summer participants were busy from dawn until well after dark in June and July. Students enjoyed a cross-campus scavenger hunt, nightly Rock Band® competitions, an egg drop in physics class, the summer team-building Olympics, college visits to Juniata, Lock Haven, and Penn College, “jailbreak,” the academic decathlon, a poetry slam, the college fair, a tour of the cow barns, volleyball, penny wars for PAWS, the talent show, “brain wars,” the periodic table of elements, biomes, senior interviews, bug identification, and field trips to Niagara Falls and Pittsburgh.

“I actually enjoyed learning. I feel confident for school next year. I enjoyed eating at Pollock Dining Commons.”

- U. B. summer 2008 participant
“Most of all, I enjoyed meeting the new students and staff. I enjoyed interacting with them.”

- U. B. summer 2008 participant
The first and most important step in the financial aid process is to fill out the Free Application for Federal Student Aid (FAFSA). The FAFSA is the form you need to complete to check if you are eligible for any kind of federal financial aid. You should submit the FAFSA as soon as possible after January 1 of the year for which you need aid. Every college-bound student should submit the FAFSA. Visit www.fafsa.ed.gov for more information.

**Loans:** Student loans, unlike grants and work-study, are borrowed money that must be repaid, with interest, just like car loans and mortgages. The award amount depends on grade level in school and dependency status.

**Stafford Loans:** for undergraduate, graduate, and professional students. You must be enrolled as at least a half-time student to be eligible for a Stafford Loan. The interest rate for subsidized loans for undergraduate students during academic year 2008–09 is fixed at 6.0 percent and at 6.8 percent for unsubsidized. Repayment begins forty-five days after the grace period expires, which is six months after the borrower leaves school or drops below half-time.

- **Subsidized:** This is a need-based loan. The federal government pays the accrued interest on the loan while the student is in school at least half-time and for the first six months after completing school and during a period of deferment (a postponement of loan payments).
- **Unsubsidized:** This is not a need-based loan. The borrower is responsible for all accrued interest throughout the life of the loan.

**Federal Perkins Loan:** provides low-interest loans to students with financial need to help pay their costs of postsecondary education (Federal Pell Grant recipients get top priority). The Federal Perkins Loan is a campus-based, federally funded loan. Students must be enrolled full-time or part-time. Amount actually received depends on financial need, amount of other aid, availability of funds at school. The interest rate during repayment is fixed at 5 percent. Repayment begins nine months after you cease to be enrolled at least half-time. The maximum repayment period for this loan is ten years.

**Parent PLUS Loans:** helps parents and guardians with good credit borrow up to the cost of education for undergraduate children enrolled at least half-time. These parent loans are nonneed-based. The total amount is determined through the cost of attendance minus other aid the student receives. Parents must not have a negative credit history. Unlike other type of loans, including home equity, Parent PLUS Loans require no collateral. For PLUS Loans disbursed between July 1, 2008, and June 30, 2009, the interest rate is fixed at 8.5 percent. Interest may be tax deductible.

In Pennsylvania there are seventy-nine TRIO projects serving 26,040 students. Every program is represented and located in almost every congressional district throughout the state. (TRIO by State, 2007)

While 86.2% of the state population has at least a high school degree, only 25.4% have a college degree or higher.
The first and most important step in the financial aid process is to fill out the Free Application for Federal Student Aid (FAFSA):
www.fafsa.ed.gov

ADDITIONAL AID RESOURCES

Pell Grant: awarded by the federal or state governments or by the school and are usually based on financial need. Grants do not have to be paid back. The maximum Federal Pell Grant award for the 2008—2009 award year will be $4,731.

Federal Work-Study: provides funds that are earned through part-time employment to assist students in financing the costs of postsecondary education. It is important to remember to mark “yes” for interest in work-study where indicated on the FAFSA. Average work schedules range from ten to fifteen hours a week.

Scholarships: are awarded to students based on financial need or to award them for special talents in academics, music, athletics, etc. They are offered through colleges, the community, and other organizations. Scholarships do not have to be paid back. It is important to note that no fees are required to apply for scholarships. Throughout the year, Upward Bound students are given various sites to visit to search for scholarships. It is also a good idea to check in with the guidance department in schools and with parents’ place of employment for scholarship availability in the area.

WHAT DO COLLEGES LOOK FOR IN STUDENTS?

Many college-bound students and their parents want to know what college admissions counselors are looking for when they evaluate college applications. American Education Services has compiled a list of the top qualities college admissions officers look for in prospective students.

- Challenging high school curriculum
- Grades that represent strong effort and an upward trend
- Solid scores on standardized tests (ACT and SAT)
- Passionate involvement in a few activities, demonstrating leadership and initiative
- Letters of recommendations from teachers and counselors that give evidence of integrity, special skills, positive character traits, and an interest in learning
- Special talents or experiences that will contribute to an interesting and well-rounded student body
- A well-written essay that provides insight into the student’s personality, values, and goals
- Enthusiasm in attending the college
- Work and community service experiences that show dedication and responsibility
- Demonstrated intellectual curiosity through reading, school, and leisure pursuits

Source: AES – Counselors Corner Newsletter
PLANNING A HEALTHY YEAR FOR YOUR CHILD

From the National PTA

Check in for a Checkup

Since school performance is affected by health issues, your pediatrician will talk to you about your child’s “healthy habits” (sleep, physical activity, TV, personal hygiene). With this information, the pediatrician can help you work toward a healthier school year for your child.

Checkups give your child’s doctor a chance to:

- Make sure your child is eating well, growing well and is healthy
- Track your child’s growth and development
- Find any physical problems
- Inform you about how to keep your kids healthy and safe
- Answer your or your child’s questions

Your conversation may cover:

- Injury prevention (seat belts, bike helmets, playground safety, sunscreen, after-school environment)
- Behavior (discipline, signs of depression or anxiety, nutrition)
- Oral health (tooth brushing)
- Sex education
- Social competence, family relationships, and community interaction

CREATING A MEDICAL FILE

Students can often get so caught up in their busy lives that they forget to make appointments to visit the dentist, doctor, or other medical professionals. Unfortunately, this is a bad practice that can become a bad lifetime habit, as students fail to put their well-being first.

Consider creating a medical file for your son or daughter before they graduate from high school.

Creating a medical file contains the following:

- A list of up-to-date vaccinations
- Medications your child needs
- Dates of recent doctor visits
- Contact information, including Web sites, addresses, and phone numbers of current medical professionals for your child
- Health insurance ID numbers
- Any other details that could be helpful to know

Creating a file with all of these details allows your child to take stock of his/her medical history, and to take responsibility for what needs to be done next on the path to adulthood. Here’s to your student’s health!

From The Campus Link, March 2008
EXERCISE AND YOUR TEEN

Did you know that America’s kids are in worse physical shape than they were twenty years ago? The New England Journal of Medicine reported that obese teenagers in the top 25 percent of their weight categories have twice the death rate in their 70s as men and women who were thin as teens.

Every time our teens sprawl in front of the TV, their metabolism slows to a crawl. Researchers found that kids' metabolisms were lower while they were watching television than when they were resting and doing nothing at all! The typical teen now spends almost thirty hours a week in front of the tube, while eating high-fat snacks.

It's up to us, as parents, to help them find ways of living a healthy lifestyle. But where do we start?

TEN PRO-EXERCISING ARGUMENTS TO PRESENT TO YOUR TEEN

10. Running and walking are convenient. No need for pools, courts, or fields.

9. Running doesn't cost much. Splurge on good running shoes, but go the el-cheapo route for shorts, t-shirts, and sweats.

8. Your heart becomes more efficient at pumping blood and oxygen through your body every time you exercise aerobically.

7. It’s an awesome time to chat with friends.

6. It's a perfect time to be alone and think. You'll be blown away by the creative thoughts—ideas for research papers, ways to end that fight with your best friend, and what to say to that cute kid in the neighborhood.

5. Aerobic exercise conditions your body to perform longer, faster, and more efficiently. Wait until your coach sees you play soccer or baseball!

4. The more exercise you do, the more energy you’ll have for hours afterwards.

3. It makes you feel great physically. Every time you work out, your muscles develop strength and power. Forget about dieting: Your metabolism will burn extra fat for hours afterwards.

2. It makes you feel good mentally to set a goal and reach it with slow and steady hard work.

1. Aerobic exercise, especially running, can help make feelings of depression and frustration disappear.

### Summer Program Ends with Awards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Teacher 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th English</td>
<td>Mazzant</td>
<td>Ethan Bratton</td>
<td>Dylan Guthridge</td>
</tr>
<tr>
<td>12th English</td>
<td>Smith</td>
<td>Megan Jones</td>
<td>La’Keesha Porter</td>
</tr>
<tr>
<td>11th/10th English</td>
<td>Stoicheff</td>
<td>Sarah Babick</td>
<td>Matt Griffith</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Farber</td>
<td>Matt Griffith</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>Matunis</td>
<td>Liz Rhodes</td>
<td>Shawna Williams</td>
</tr>
<tr>
<td>Geometry</td>
<td>Matunis</td>
<td>Emily Peters</td>
<td>Lucia Priselac</td>
</tr>
<tr>
<td>Precalculus/Trigonometry</td>
<td>Rose</td>
<td>Nick Geyer</td>
<td>Tyler Bumbarger</td>
</tr>
<tr>
<td>Calculus</td>
<td>Rose</td>
<td>Brandi Moore</td>
<td>Chellcey Jones</td>
</tr>
<tr>
<td>Biology</td>
<td>McGonigal</td>
<td>Sarah Babick</td>
<td>Alisha English</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Peterson</td>
<td>Briana English</td>
<td>Tasha Baranchak</td>
</tr>
<tr>
<td>Chemistry</td>
<td>O’Brien</td>
<td>Josh Wales</td>
<td>Emily Peters</td>
</tr>
<tr>
<td>Physics</td>
<td>Baughman</td>
<td>Nick Geyer</td>
<td>Chellcey Jones</td>
</tr>
<tr>
<td>Introductory Spanish</td>
<td>Ramsey</td>
<td>Kim Breon</td>
<td>Brittine Queen</td>
</tr>
<tr>
<td>Conversational Spanish</td>
<td>Paredes</td>
<td>La’Keesha Porter</td>
<td>Megan Jones</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethan Bratton</td>
<td>Rebecca Isenberg</td>
</tr>
<tr>
<td>Conversational French</td>
<td>Grey</td>
<td>Emily Peters</td>
<td>Kayleigh McCartle</td>
</tr>
<tr>
<td>Election 2008</td>
<td>Stoicheff</td>
<td>Shawn Kanouff</td>
<td>Dana Thompson</td>
</tr>
</tbody>
</table>

### Summer Honor Roll

**All A’s or Above**
- Sarah Babick (C)
- Emily Peters (L)
- Heather Lehigh (SH)
- Chellcey Jones (WB)
- Brandi Moore (WB)
- Dana Thompson (WB)
- Nick Geyer (WB)

**All B’s or Above**
- Briana English (C)
- Tasha Baranchak (C)
- Dylan Guthridge (IV)
- Kimberly Stuter (IV)
- Chelsea Hoar (L)
- Brittine Queen (MV)
- Katie Davis (MV)
- Mike Perna (MV)
- Lucia Priselac (MV)
- Shawna Williams (MV)
- Kim Breon (MV)
- Lauren Roddy (MV)
- Ryan Lehigh (SH)
- La’Keesha Porter (SciTech)
- Megan Jones (SH)
- Jessica Kehler (SH)
- Elizabeth Rhodes (SH)
- Allen Albright (WB)
- Ethan Bratton (WB)
- Josh Bumbarger (WB)
- Shaun Kanouff (WB)
- Josh Wales (WB)
The TRIO Upward Bound program is funded entirely through a federal grant of $462,176 for fiscal year 2008–09 from the U. S. Department of Education, with facilities and administrative support provided by The Pennsylvania State University.

UPWARD BOUND PROVIDES:

- A six-week residential summer program held at Penn State’s University Park campus, featuring academic classes, field trips, recreational opportunities, and personal development workshops;
- Six Saturday programs held annually at Penn State featuring career exploration, study skills workshops, and other opportunities;
- Tours of many different colleges and universities;
- Academic, career, and personal counseling and advising;
- Study skills enrichment;
- Assistance in completing admission and financial aid applications;
- SAT/ACT preparation, registration assistance, and fee waivers;
- Educational, cultural, and recreational activities;
- Tutoring;
- Scholarship searches;
- Workshops on education planning for students and their parents / guardians;
- College application fee waivers; and
- Opportunities to meet other high school students from similar backgrounds.

This publication is available in alternative media on request.

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Tel 814-865-4700/V, 814-863-1150/TTY. U.Ed. OVP 09-10.

Please e-mail John Kula at jwk19@psu.edu or give us a call at 1-800-475-4039.