

Upward Bound Insider

Academic Institute of Central Carolina

TRIO Program

May 2019

TRIO WORKS

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What is Upward Bound?

The Academic Institute of Central Carolina newly funded Upward Bound Programs are designed to help first generation college bound high school students enter as well as succeed in post-secondary education. Qualifying students are selected from Charlotte-Mecklenburg Schools and are ethnically, economically, and academically diverse individuals. Students selected to join the program must be in 9th -11th grade and attend one of the following schools:
East Mecklenburg High School
Garinger High School
Independence High School
Rocky River High School.

Greetings from the Executive Director,

Hello,

As we approach the end of the academic school year, Upward Bound would like to wish all students good luck on their upcoming exams. Please be reminded that every student must finish completing their two hours of weekly tutoring for the month of May. Online and/or onsite tutorials are held Monday-Thursday from 3pm until 6pm.

Congratulations to our first group of Upward Bound seniors: Lauoraou Boiro, Calvin Bradshaw, Isaiah Brown, Nyah Burton, Sherman Dorn, Chancey Harris, Daniela Hukportie, Tyler Jackson, Jerome Lincoln, T'Daigeon Major, Ny'asia Michael, Fabian Munoz, Dejarah Nickelson, Natasha Price, Toni Roberts, & Vazaria Wingo. We are extremely proud of each of you, and wish you great success as you enter post-secondary education.



As we head into summer, I want to give thanks and appreciation to our parents, staff, and to our community partners for your continued support. Together we have worked to continue growing our Upward Bound Programs.

I look forward to a fun and exciting summer with our students and wish all of you a fantastic summer filled with family, friends, sun, water, and love.

Sincerely,

Deborah Kingsberry, Executive Director



TRIO
UPWARD BOUND

“NINE TENTHS OF EDUCATION IS ENCOURAGEMENT”

Contact Us

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Important Dates

May 4th, 2019 – Academic
Saturday @ Garinger High
School

May 9th, 2019 – Junior
Student Drop-In @ UB Office

May 18th, 2019– Academic
Saturday @ Garinger High
School & End of Year
Celebration

June 13th, 2019- Summer
Orientation @ Garinger High
School

June 17th- August 1st, 2019-
Summer Component @
Johnson & Wales University

Please call the office to get
on the schedule if Academic
Saturdays does not work
with your schedule. 704-
536-9007.

UPWARD BOUND OBJECTIVES AND GOALS

The project is designed to achieve six student objectives.

Academic Performance-Grade Point Average (GPA): 65% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Performance on Standardized Test: 55% of UB students served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

Secondary School Retention and Graduation: 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Secondary School Graduation (rigorous secondary school program of study): 40% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

Postsecondary Enrollment: 70% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

Postsecondary Completion: 40% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

*Education is the
passport to the future,
for tomorrow belongs
to those who prepare
for it today.*
-Malcolm X



Dentist

Dentists identify and treat problems concerning a patient's mouth, gums and teeth. Their duties include extracting teeth, fitting dentures and filling cavities. Some choose to specialize in areas that range from treating serious oral problems and diseases to straightening teeth and performing oral surgeries. They are assisted by dental hygienists, who complete a patient's teeth cleaning, and by dental assistants, who usually help with recordkeeping and instrument sterilization.

The Bureau of Labor Statistics projects 19.4 percent employment growth for dentists between 2016 and 2026. In that period, an estimated 25,700 jobs should open up.

Quick Stats: Median
Salary - \$151,440

Unemployment Rate - .9%

Number of Jobs – 25,700

[Resource](#)

SENIORS... ARE YOU READY FOR COLLEGE?

Tips for Making the Transition from High School to College

Going from high school to college can be tough no matter how excited you are to start at your new school. Below are three tips to help make the transition easier.

Know There Will Be Changes

You've already taken one of the most important steps to prepare for transitioning from high school to college: you're expecting and preparing for the differences. When you know that the high school to college transition will bring major changes, you'll be more prepared for anything that comes your way.

Be Prepared for Some Bumps

Many movies about college make it seem like new college students immediately find a group of close friends, know exactly what they want to study, and have an awesome social life. In reality, it rarely works like this. **Many new college students have moments where they feel awkward, lonely, and homesick.** This is completely normal; after all you're making a major life change.

By managing your expectations of college and not expecting to love it right away, you can better manage the transition from high school to college and not end up disappointed when it takes a little while to feel comfortable.

Put Yourself Out There

When you first start college, there will be a lot of changes, and it'll be easy to hang out in your dorm room and text with your high school friends. However, you should resist this urge.

College is probably the best time you'll ever have to meet new people and try new things, so you should take full advantage. Keep your dorm room door open to meet your neighbors. Strike up a conversation with your chemistry lab partner. Join a club or sport you've never tried before. Not only will this make the transition from high school to college easier since you'll be meeting more people, you may discover a new friend or hobby.

[Resource](#)

Test Taking Strategies

- Get off to a good start
- Have everything you need with you- pencil, calculator, etc.
- Write down things you want to remember as soon as you get the test- facts, dates, equations, etc.
- Put your name on the test and read the directions carefully.
- Develop a plan
- Look over the entire test and decide how much time you are going to spend on each part.
- Mark the questions you want to return to. If you have time, you can go back and look at the question again.
- Check your answers
- Always use all the time you are given
- Go over all returned tests
- You may see these questions again.
- Keep record of your test scores and keep them in your returned assignments folder.
- Get help when you need it! If you are struggling, get help. Talk to your teacher, counselor, or parents if you have questions.
- Don't let a problem go for so long that it can't be solved. Get help early.

Test Taking Strategies Multiple Choice Questions

- Eliminate all choices you know are incorrect. Read all the answer choices- Don't be tempted to go with the first answer that sounds good.
- Sometimes questions can give you information about other questions on the test.

Test Taking Strategies True/False

- Statements with always, never, ever, all, and none are usually false. Statements with usually, often, most, sometimes, most, and many in them are usually true.
- Read carefully: one word will often determine whether a statement is true or false.

Test Taking Strategies Essay Questions

- Read each question and start with the easiest, to build confidence and give you more time to think about the harder questions.
- Brainstorm before writing. Jot down key words, and ideas, and points you want to cover. If you have time, make a quick outline.

- Begin writing. Use clear, concise, complete sentences. Write legibly. Make sure you have an introduction, a middle (with your key points, examples, details, etc.), and a conclusion.
- Reread the essay when you are done.

Test Taking Strategies Math Tests

- Before starting, try to estimate what the answer will be.
- Draw a picture or diagram.
- Don't spend too much time on one problem- skip it and go to the next one. Come back to it later.
- Show all your work

The Day of the Exam

- Get to class a few minutes early so that you can settle in and not feel rushed.
- Before you start the exam, look at the entire test. How many multiple choice, short answer, and essay are there on the exam? For example, say it is a 60-minute test and there are 20 multiple choices, 10 short answer (fill in), and one essay (needing two examples). How much time will you need for each section? You need to schedule at least 5 minutes to write an outline for the essay, 30 seconds per multiple choice, and one minute per fill in. That gives you 25 minutes for the essay which usually carries the most points.
- Start the exam, go through and answer all that is familiar. If you get to a multiple choice question that you are unsure of the answer, put a check mark next to it and move on. The key is to answer as many as you can in a set amount of time for maximum points. The more you answer the more confident you will become. Go from question to question - do not go backwards - you will answer those you are unsure of at the end of the exam if there is time left.

It is wise to answer the multiple choice first because these questions hold varied information that may answer the fill in and/or give examples for the essay.

Objective Tests - These are exams that demand one correct answer.

Check Out Our Spring Break Trip!

