

Educational Guidance Center
2150 Kittredge St. Suite 2A
Berkeley, CA 94720-1060

Phone: 510-643-3223
Fax: 510-643-3216
Email: friedam@berkeley.edu



JULY 2005 NEWS

Educational Guidance Center

A Department of Education TRiO Talent Search Program

From the Director's desk

By Norris K. Sanders

Well, well, well...the school year has finally come to a close and everyone is looking ahead to a long lazy summer! Just kidding! The EGC staff has had plenty to do and will continue to work on providing you the best services possible. "A BIG SHOUT OUT" to all of the staff and students who just completed the 2005 EGC SoCal College Tour. This year 37 students made the trip and from all indications, things ran smoothly and the students all had a great time. They visited UC Santa Barbara, UC Irvine, UC Riverside, UCLA, University of Redlands, CSU Long Beach, Cal Poly San Luis Obispo, and Occidental College.

Update on TRIO Funding: As it now stands, both the House and Senate Appropriation Committees have restored full funding to the TRIO programs for fiscal year 2006-2007. While this is great news, we still have a long way to go before we are assured that EGC and other TRIO programs continue operating in the future. Let's hope that once the final federal budget is completed, all educational outreach programs are saved for the future benefit of the thousands of students we serve across the country.

SUMMER BEARS: The 9th annual Summer Bears program has begun. Once again, an overwhelming number of students applied and as many as possible were accepted. Although a few students are returning from last year, the vast majority of those accepted were relatively new to EGC. While we would like to provide this unique opportunity to all of our students, space, staffing demands, and of course, money dictates how many students we can accept into the program. Once again we are offering SAT test preparation for our rising 11th and 12th graders. We are also offering a math and English writing course to our underclassmen and middle school students, allowing those participants to get a jump-start on learning during the upcoming academic year. As usual, the afternoons are filled with fun and games on the Berkeley campus.

Saying "GOODBYE" is hard to do: Along with the year coming to a close, so too has employment for a couple of EGC staff members. For the past five year **Ms. Teresa Ramirez** has been one of the most devoted and hard working members of the EGC staff. In mid-June Teresa

decided to accept another position in student outreach here at the university. While we are all very supportive of Teresa's decision to advance her career elsewhere, it is also a very sad and tremendous loss for EGC and the students we serve. Teresa is a true innovator and many of our current activities are a result of her planning and creativity. We will all miss her greatly.

Another staff member moving on is **Ms. Alexis Martin**, our Middle School Coordinator. Alexis has decided to return to school to work on a doctorate in education. While Alexis has only been with EGC for a brief period of time, she has done a tremendous job of revitalizing the middle school component. A very organized and efficient person, Alexis made the past year a very memorable and exciting one for our middle school participants. We are also very sad and disappointed to see her go, but we wish her the best and brightest future in education. Good luck Alexis.

Welcome Aboard: An addition to our staff has also occurred. Ms. Luz Chavez has been hired to help with our staffing coverage for the summer. Luz has been a part of EGC since her high school days at Fremont High in Oakland. She recently graduated from U.C. Berkeley with a degree in Practice of Art and American Studies. Throughout her time attending Berkeley, she was employed by EGC as a student worker and College Advisor Aide. As Kolondra Harvey, Luz's EGC Advisor in high school describes her, "Luz is the poster child of EGC." Welcome Luz.

Last but not least, please allow me to say "Thank you" to all of the parents and students who participated in our program this year. Many of you heard about the possible demise of EGC/Talent Search and Upward Bound programs and responded admirably. Without you voicing your concerns and support of TRIO, things might be looking a lot darker for the continuance of the programs.

Hope you all have a safe, productive, and fun filled summer!

PEACE OUT!

Inside this issue:

Concurrent Enrollment	2
East Coast College Tour 2005	3
Spring College Fairs	4

Congratulations Class of 2005	5
Spotlight on Carter Students	6
Parent's Corner: Maximize Aid Eligibility	7
Middle School Update	8

Concurrent ENROLLMENT: GOING TO COLLEGE EARLY

by Frieda McAlear, Office Manager

High School Concurrent Enrollment Program Overview

Peralta Community College District and Contra Costa College's concurrent enrollment program provides enrichment opportunities for high school and pre-high school students who can benefit from college level instruction.

The concurrent Enrollment Program is specifically designed to accelerate the academic career of K-12 students. Access to the Concurrent Enrollment Program is NOT allowed for (1) remedial work, (2) work to make up for failed high school or middle school classes, (3) recreation or hobbies for Physical Education high school credit, or (4) generally any class that can be taken at the local K-12. An estimated 25% of high school students who apply for concurrent enrollment to make up for a failed high school class pass the equivalent community college course.

High School and pre-high school students may enroll in community colleges as special part-time students. Enrollment must be recommended by the principal, with parental consent.

A student participating in the concurrent enrollment program receives college credit. With the approval of their high school, the student may also receive high school credit. The community college Office of Admissions and Records will send the transcript to the high school at the student's request.

Because the student is enrolling in a college level course, the student must participate in the matriculation program; that is, must be assessed if enrolling in and English, ESL, or math course and receive orientation. The student must follow all the regulations and policies of the college, including adhering to any prerequisite requirements. It is recommended, but not required, that the student bring a high school transcript to assist the college in determining the correct level of courses.

For further information, contact the Peralta Office of Admissions and Records, 3343 E. 8th St., Oakland, CA 94606 at 510-466-7368, www.peralta.cc.ca.us or Contra Costa College Contra Costa Admissions Office, 2600 Mission Bell Drive, San Pablo, CA 94806 at 510-235-7800 ext 4210 or www.contracosta.cc.ca.us.

Is Concurrent enrollment right for you?

If you meet most of the criteria below, you may be a good candidate to earn college credit in high school:

- ◆ You are a motivated self-directed learner.
- ◆ You are an organized student with good time management skills.
- ◆ You have a reliable means of transportation to the community college campus of your choosing during school hours.
- ◆ You understand the risk that if you do not succeed in your community college courses you will have a low grade on your permanent college transcript.
- ◆ You can either afford the course textbooks or can pay for the material through a scholarship, library membership or used textbook retailer.
- ◆ You are 14 years of age or older.

Want to see your name in print?

Submit your poetry, artwork and essays to:

Educational Guidance Center

2150 Kittredge St Suite 2A

Berkeley, CA 94720-1060

or friedam@berkeley.edu



POETRY

By Elizabeth Guerra, Street Academy High School graduate and Laney college student

Dreams

When I sleep I have many dreams,
very frightening dreams
which have no means,
Boundaries in dreams are never there,
they leave the gates open to pain and
despair, real,
There are no limits to the terror you
can feel, you can't help feeling that
your dreams are real,
But what if this thought may be true,
that dreams are real life, and
the real dream, is sadly....
really you?



Life

From the time of conception you rlife is set upon time, yet regardless of death, the gift of life is unquestionably truly divine,
Accept your days as they are granted upon you, for the saying, "live every-day as it's your last," is obviously true,
Be appreciative of every second you are allowed to exist on this planet, for health, love and the existence of life shouldn't be overlooked nor taken for granted,
Your life may be taken today or tomorrow, the angel of death will devour your soul with not one regret or sorrow,
Your death may be painful or really sweet, for the theft of your soul is over-all the ultimate defeat,
Through life you will experience sadness, sorrow, and all of the above, but the glory of life is the experience of love.,
The emancipation of sadness to obtain happiness is the ultimate goal of success, and the understanding of the underlining meaning is the hourglass of life's test...

Think about it...

METAS: Free tutoring through Contra Costa Community College

Excerpted from <http://www.contracosta.cc.ca.us/MetasWeb/English/engprograms.htm>

METAS, the Spanish word for goals, is also a special program at Contra Costa College which focuses primarily on helping junior high and high school Latino students to achieve their personal, educational, and career goals.

METAS services are provided bilingually. The program consists of three main areas which include **tutoring, instruction, and parent involvement.**

Tutoring: The tutoring component consists of matching groups of four METAS students with a college student, who in addition to being a tutor acts as a role model and mentor for the METAS students. Each student has two tutors, one focusing on math and science, and the other focusing on study skills and completing homework assignments. Students are required to bring books and schoolwork to every meeting.

Classes: The instruction component consists of two classes, one for junior high students and one for high school students. The classes meet twice a month, after each tutoring session. Through methods such as reading, writing, small group discussions, oral presentations, storytelling, and family biographies, students may develop important academic skills, leadership skills, and self-esteem in an environment which promotes unity and pride in being Latino.

Parent Involvement: The parent involvement component consists of two parts, the parent group and *Los Pollitos*. Parents meet twice a month, on the same days and times the students meet. The parent group addresses issues which are important for parents in their efforts to support their children's educational goals. *Los Pollitos* is a child literacy project for the younger siblings of our junior high and high school students. In order for students to participate in *Los Pollitos*, parents must attend

the parent group meeting.

Meeting Times: METAS meets every other Saturday on the Contra Costa College campus in the Fireside room. Tutoring begins at 10 a.m. Lunch is provided at 12 p.m. Instruction is given from 12:30 to 2:00 p.m. Both the parent group and *Los Pollitos* meet from 10 a.m. to 12:00 p.m.

Getting Involved: Metas is open to any junior high or high school student and his/her parents. Registration takes place in the Fall and Spring semesters. Registration is limited. Contact Rosa Valdez, METAS program director, (510) 235-7800, ext. 4608 or 4564. E-Mail: rmvaldez@contracosta.cc.ca.us or write

METAS
Contra Costa College, H-31
2600 Mission Bell Drive
San Pablo, CA 94806

EGC EAST COAST COLLEGE TOUR - MARCH 2005

By Monique Blodgett, EGC participant

In the Spring semester of 2005, four long-time, active EGC participants and College Advisors Lesley Swain and Teresa Ramirez went on a college and cultural tour of Washington D.C. One of the participants, Monique Blodgett, provided us with her impressions about the trip below. Since March, she has graduated from Berkeley High School and enrolled into San Jose State University.

What was your experience of the cultural aspects of this trip: museums, monuments, sights?

I can truly say that there was never a dull moment when it came to visiting new sights and places. I liked all the places that we went to and never got bored. There were three places that stood out the most to me: the National Art museum, the Holocaust

museum and the Lincoln Memorial where Martin Luther King, Jr. made his historical speech about 40 years ago.

How was your experience of gaining more exposure to the American political system?

I loved the fact that I can now feel like I am a part of the United States in a political way. I am taking AP Government right now so it was a little easier to understand what is really going on in the Nation's capitol.

What was your overall experience of this trip?

What could I say about this trip, everything from seeing places to meeting new people was so wonderful and exciting. The food was very good and I will always remember this as the trip that I not only saw the good side of



Monique Blodgett, center, on the Washington D.C. trip

D.C. but the weird side as well. From the taxi drivers to the people, I opened up and found something new about myself and this experience will always stay close to me. From this, I wish to pursue my curiosity about what is out there and try to visit new places as much as possible.

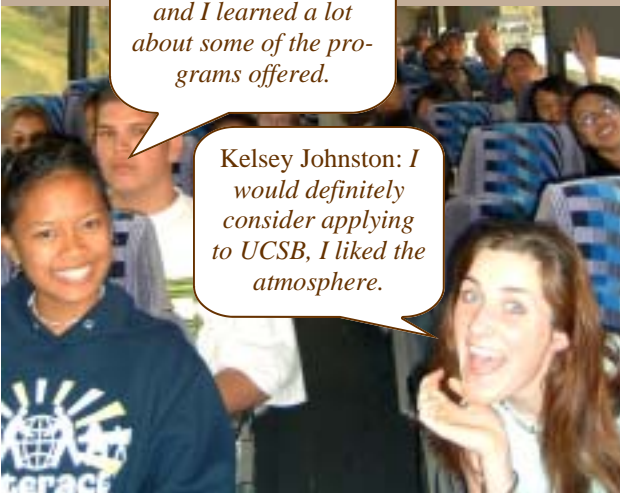
EGC SoCal College Campus Tour 2005

Rebecca Banh: *I liked UCLA a lot. It's cool here, love the arts program here. Keep it real.*



Neilda Pacquing: *The UC Irvine campus is extremely beautiful and I learned a lot about some of the programs offered.*

Ms. Harvey: *Eat my dust, Tiger!*



Kelsey Johnston: *I would definitely consider applying to UCSB, I liked the atmosphere.*



Congratulations Class of 2005

This list is not comprehensive of all EGC participants and school sites. More Seniors will be included in the next issue.

OUSD

Oakland Tech School
 Mohsien Aldabashi UC Davis
 Zenobia Bell Carnegie Mel-
 lon
 Porsha Cannonier UC Riverside
 Karen Cheung UC Berkeley
 Camila Curtis Mt. Holyoke
 Anh Tran USF
 Ka Yan Wong UC Berkeley
 Lisa Wong UC Berkeley
 Jenny Lam Bowdoin
 Simone Lockhart Bridgeport
 Kieu Nguyen UC Davis
 Kehinde O'Dunikan UOP
 Taiwo O'Dunikan Dominican
 Tan Phan SFSU

Oakland High School

Amela Alijagic CSU Sac.
 Alejandra Barquin CSUEB
 Christopher Carlay UCSB
 Anne Chiang UC Berkeley
 Selina Gallo CSU Sac.
 Arthur Ham UC Berkeley
 Jennifer Ham UC Berkeley
 Mitzi Iniguez UC Berkeley
 Pan Ko UC Davis
 Kim Phung UC Berkeley
 O'dad Lovanh UC Berkeley
 Julie Ma UC Davis
 Ivan Nolasco UC Davis
 Diego Olmedo CSUEB
 Jenny Quach UC Davis
 Jimmy Quach SJSU
 Lai Saechao Whittier
 Susan Saechao CSU Chico
 Lena Tran UC Berkeley
 Phuong Vuong Amherst
 Lucy Wu MIT
 Shon Wu UC Davis

Skyline High School

Diaris Alexander UCLA
 Nicholas Bruno UCSD
 Charlotta Chan UCLA
 Amelia Chen UC Davis
 Candi Chen UCLA
 Eric Cheng CSU EB
 Kelly Cheng Stanford
 Stephaie Choi UC Davis
 Grace Chu UCSD
 Matt Cohen-Price Goucher
 Sterling Collins UC Berkeley
 Arielle Correa SFSU
 Andrea Dong UCSC
 Conella Edgerly Paireview
 Julianne Fawsitt SFSU
 Jose Gonzalez SJSU
 Colby Haarz Poly Tech
 Amy Huang UC Davis
 Richard Huang UC Davis

Sam Huang UC Davis
 Yannie Huang UC Davis
 Joanna Huey UC Berkeley
 Stacey Hughes SFSU
 Oscar Jauregui SFSU
 Shauntania Johnson CSU EB
 Jeremy Khan DePaul
 Nicole Kirsch UC SB
 Jamie Kozona UCLA
 Lucia Kuang UC Berkeley
 Sue Lee UC Berkeley
 Ning Leung Willamette
 Amity Li UC SD
 Mable Louie UC Davis
 Nicholas Low UCLA
 Victor Lui UC Davis
 Hubert Ma UC Berkeley
 Nicholas Man CSU EB
 Meaghan Matsuoka SFSU
 Brian Mesiona UC Davis
 Aaron Murano Cal Poly SLO
 Judy Nguyen UCLA
 Minh Chau Nguyen SFSU
 Richard Owyang UCLA
 Janet Pan SFSU
 Judy Phan Indiana U.
 Jamelia Pugh Dillard
 Joshua Quinteros SFSU
 Jessica Real UC Davis
 Olivia Robinson Spellman
 Shaneka Robinson SFSU
 Desiree Rosa Art Acad.
 Brittany Rosenberg SFSU
 Kwen Saechao SFSU
 Christine Saephanh SFSU
 Skylar Salt SUNY
 Alvin Sarmiento UC Berkeley
 Kay Schwager SJSU
 Vanda Sich UCSC
 Kevin Thai UCSD
 Sarah Thomas USC
 Alvin To UC Berkeley
 Annie Tong UCSC
 Thu Tran UC Davis
 Amy Trinh UC Davis
 Maggie Trinh UC Davis
 Ashawn West Tenn. SU
 Pilar Whitaker UCLA
 Leah Wilson Dillard
 Sasha Woang UC Berkeley
 Deborah Woo Azusa-Pacifica
 Bethlem Workeneh Clark
 Kerry Ye UCSD
 Ebony Young South U
 Mei Zhou UC Berkeley

Castlemont Community of Small Schools-

Maribel Beltran CSU Sonoma
 Devonna Butler CSU Fresno
 Delisha Francis CSU Sonoma
 Maria Guzman CSU Chico
 Mary Hayes UC Merced

Taisha Hudson SFSU
 Carlos Loera SFSU
 Jaqueline Mendoza UC Berkeley
 Anthony Patrick Shaw Univ.
 Ebony Roy Shaw Univ.
 Jesus Salcedo SFSU
 Jerilyn Smith SFSU
 Sobret Solis Acad. of Art
 Michelle Walker SFSU
 Tardamisha Woods CSU San
 Bernadino

Fremont Federation

Kiveon Anderson CSU EB
 Toan Cung UC Berkeley
 Thomas Ford CSU EB
 Phong Hoang UC Davis
 Hamzah Johnson SDSU
 Angela Nak UC Berkeley
 Andriana Perez SFSU
 Monica Rangel UC Davis
 Fay Saechao CSU EB
 Gai Vien UC Davis
 Christine Yu UC Davis
 Jeromie York CSU EB

Street Academy High School

Melissa Espinoza SFSU
 Lara Lawal CSU LA
 Elvis Moreno CSU San Jose
 Thuy Tran CSU EB

WCCUSD

Kennedy High School

Guadalupe Magana Collins
 Mehlantah Martin CSU Sac.
 Regan Mucha UC Davis
 Bryan Pierre CSU Sac
 Anselmo Ramirez SFSU

Pinole Valley High School

Poojitha Balakrishnan UC Berkeley
 Jocelyn Chow UC Davis
 Monique Duncan UC SB
 Laura Frederic UC Davis
 Livier Gutierrez UC Davis
 Pricilla Ma UC Berkeley
 Angela Thang UC Davis
 Jamelia Turner St Mary's
 Spencer Viray UC Davis
 Stephanie Wong UC Berkeley
 Hannah Woo UC Berkeley

Richmond High School

Delisha Francis UC Berkeley
 Victor Ceja-Orozco UCSF
 Maricela Diaz UC Davis
 Mario Mazariegos River
 Lucila Silva CSU Sonoma
 Amber Rivard UC SF

* SPOTLIGHT ON CARTER MS STUDENTS *

We asked two of our most active Carter Middle School students about their experience in EGC. Why did they join the program? What have they learned from their College Advisors? What are their hobbies and interests? What do they want to study in college? Do they have any advice for younger students? Here's what they replied:

Stay tuned for student features from other middle and high schools we serve in upcoming issues!



Kaylan White, rising 8th grader

The reason why I wanted to join EGC

was because I wanted to know more about college and because I participated in EGC I learned all I needed to about college and more.

In the future I would like to study biology, chemistry, physics, business, math, and English. With all those subjects I can become a veterinarian. My favorite hobbies are story writing and reading. This summer I will be participating in the EGC Summer Bears Program.

My advice to all the 6th graders is to try to be well organized because with all those classes you can get confused and forgetful with the class assignments and homework.

**EGC STUDENTS,
Do you want to be
FEATURED in the
next newsletter?**

Send a short biography and a photo to the EGC office to be included in the next issue!
EGC, 2150 Kittredge St Suite 2A,
Berkeley, CA 94720-1060

Jeremy Harris, rising 8th grader

I joined EGC to find out what I am going to do with my life, because during 6th grade I had a lot of ideas on what I was going to do but not exactly what I was going to be. I got a sense of what I wanted to be, and narrowed it down to a surgeon or an engineer. With EGC I met a lot of new people, and it is a great place to learn about college and get a sense of fulfillment. I plan to go to either UC Berkeley or to college in Hawaii.

My hobbies are poetry and working with my hands on projects

like toothpick buildings or putting together furniture. I am involved with the Student Leadership Council at Carter, and I have planted plants in the school courtyard to help the school community, and I help out my neighbors with their garden.

This summer I will be relaxing because I did a lot of things during the school year, and I will be in Summer BEARS. My advice to other students is to just go for it- you can do anything you put your mind to, and don't let anyone tell you otherwise.



Stay tuned for student features from other middle and high schools we serve in upcoming issues!



Parent's corner: Maximize your child's aid eligibility

Excerpted from the FinAid website: www.finaid.org

Top 10 Strategies

1. Save money in the parent's name, not the child's name.
2. Pay off consumer debt, such as credit card and auto loan balances.
3. Spend down the student's assets and income first.
4. Accelerate necessary expenses, to reduce available cash. For example, if you need a new car or computer, buy it before you file the FAFSA.
5. If you feel that your family's financial circumstances are unusual, make an appointment with the financial aid administrator at your school to review your case. Sometimes the school will be able to adjust your financial aid package to compensate using a process known as Professional Judgment.
6. Minimize capital gains.
7. Maximize contributions to your retirement fund.
8. Do not withdraw money from your retirement fund to pay for school, as distributions count as taxable income, reducing next year's financial aid eligibility. If you must use money from your retirement funds, borrow the money from the retirement fund instead of getting a distribution.



9. Minimize educational debt.
10. Ask grandparents to wait until the grandchild graduates before giving them money to help with their education.

Basic Principles

There are several basic principles behind the strategies for maximizing eligibility for financial aid. These principles include:

Reducing income during the base years.

Reducing "included" assets. There are two types of assets, those that are included in the need analysis formulas and those that aren't. Converting included assets into nonincluded assets will increase eligibility by sheltering them from the need analysis process. However, most financial planners recommend that parents maintain a contingency fund equal to six months salary in relatively liquid form for emergencies and other unforeseeable circumstances.

Increasing the number of family members enrolled in college and pursuing a degree or certificate at the same time. The family contribution is split among all family members who will be enrolled in college, so the more family members in college, the greater financial need for each.

Taking advantage of the differences in the way the need analysis process assesses the assets and income of the student and his or her parents.

Changing the student's status from dependent to independent. This is generally not very easy to do.

Income

If you estimate your income on the Free Application for Federal Student Aid (FAFSA), don't overestimate. Using too high an income figure can have a significant impact on your expected family contribution. If possible, do your taxes early, so you can use the correct figures instead of estimating.

Be careful when reporting the amount of taxes paid. Many people confuse the amount of withholding (the figure from the W2s) with the amount of taxes paid. Don't make this mistake.

Assets

As a general rule, unless the family is completely certain that the child will not qualify for need-based aid, money should be saved in the parents' name, not the child's name.

Money in the child's name is legally the property of the child, so the child could spend it on whatever they want when they reach the age of majority. If the parents set up a trust to restrict the use of the money to educational expenses, it can negatively impact need assessments, since the full remaining value of the trust gets counted as a child asset each year.

For more info on maximizing financial aid eligibility visit:
www.finaid.org



Middle School Update

By Alexis Martin, Middle School Coordinator

Middle School participants went to UC Berkeley's open house in April.

I am pleased to say that we have had a terrific year with our middle school component. We wrapped up with end-of-the-year pizza parties at all our middle schools, and are looking forward to a strong middle school presence at our Summer BEARS program. This year's Summer BEARS program will focus on academic preparation and educational workshops, as well as various group activities and college visits.

Unfortunately we are losing many of our middle school UC Berkeley student staff as they have recently graduated from UC Berkeley and are starting their careers. Congratulations and good luck to Richard Dongses, Karla Galvez, Knecaya Green, Karla Lagunas, and Christine Velasquez. Thank you for all your work at our middle schools over the years!

To all our 8th graders, we will be re-enrolling you at your high schools this fall- but be sure to look for EGC if we don't see you first! And to our returning 6th and 7th graders- we are looking forward to having you in the EGC program again next year. Have a great summer!

Cal Day 2005



In the next issue: Homework management, college life and more! Visit us online at <http://www.egcberkeley.org>.

UC Berkeley's Talent Search Program funded by the U.S. Department of Education TRIO Talent Search Programs PY 04-05



UC Berkeley
Educational Guidance Center
2150 Kittredge Street Suite 2A
Berkeley, CA 94720-1060

Phone: 510-643-3223
Fax: 510-643-3216