



THE STANDARD

Johnson C. Smith University

DEPARTMENTAL

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*The Mission*

*To provide a multicultural and transformative experience which educates, prepares and motivates participants to complete high school, graduate, enter postsecondary education and complete it successfully.*

MESSAGE FROM THE DIRECTOR

Victory Over Self = Unstoppable!



Summer Residential Institute 2023 was a blast!!! After ending isolation from COVID, staff felt the need to encourage our participants to be VICTORIOUS and overcome obstacles that would hinder success. To that end, our overall theme was, “Victory Over Self = Unstoppable! Students and staff as well, learned that we are our own worst enemy and that our greatest battles lie within ourselves. Self-change comes gradually as we continue to strive for truth. It involves effort, devotion, commitment and sacrifice and in quoting Plato, “The first and greatest victory is to conquer yourself. For the one who rules him/herself, rules the world.

Victory Over Self = Unstoppable infiltrated the entire summer program, beginning with Awareness Week. Students were blessed to experience a wealth of information from therapist, life coaches, mentors, and public speakers who guided and advised them on how to obtain victory over self. Participants continued to receive pointers once they entered the classroom. UB Teachers guided them along using prepared tenants (Self-Awareness, Confidence, Focus, Commitment and Superior Knowledge). The Program ended with our students, performing their first Musical Theater Production, entitled “Unstoppable,” an Awards Ceremony and a trip to Washington, DC.

This issue of the Standard will provide you an overview of Summer Component 2023. *Enjoy!!!*

# Summer Component 2023

## The Upward Bound Program "Creed"

*I Am An Upward Bound Scholar!  
I adhere to the Upward Bound  
"Mission"*

- ◆ To complete high school
- ◆ To Enter a college or university
- ◆ To successfully complete the academic Requirements necessary for college/university graduation.

*I Am An Upward Bound Scholar!  
I adhere to the Upward Bound  
"Standards of Conduct".*

- ◆ I represent Upward Bound and present myself as a role model in and out of the classroom.
- ◆ I stand ready to support and encourage all Upward Bound scholars...academically, socially and culturally.

*I Am An Upward Bound Scholar!  
I adhere to the Upward Bound  
"Standard of Excellence"*

- ◆ I am intelligent, responsible, disciplined, respectful, strong and courageous.
- ◆ I strive to obtain and maintain high academic honors.
- ◆ I maintain a positive attitude, at all times.

*I Am An Upward Bound Scholar!*

## Summer Quick Facts

- Dates: June 20 – July 28, 2022
- Summer Color: Green, Gold, Black, Brown
- Summer Trip: Washington, DC
- Theme: "Victory Over Self = Unstoppable"



## Alumni Corner

Dr. LaPrincess Brewer is a cardiologist and Assistant Professor of Medicine within the Clinic Division of Preventive Cardiology, Department of Cardiovascular Medicine in Rochester, MN. She earned her master of public health from the Johns Hopkins Bloomberg School of Public Health in Baltimore, MD. She completed residency training in Internal Medicine at Johns Hopkins University. Dr. Brewer completed clinical fellowships in Cardiovascular Diseases and Preventive Cardiology within the Mayo Clinic Department of Cardiovascular Medicine.

She was awarded highly competitive career development awards including the American Heart Association-Harold Amos Medical Faculty Development Program Award, NIH Building Interdisciplinary Research Careers in Women's Health (BIRCWH) Scholar Award and the NIH KL2 Mentored Career Development Award to expand her work as a clinical investigator. Her research is funded by the NIH and has a primary focus on addressing cardiovascular health disparities through innovative community-based behavioral interventions for cardiovascular disease risk factor modification in underserved communities and special populations. She also has a special interest in increasing minority participation in cardiovascular clinical trials. She is an active member of the American Heart Association, American College of Cardiology and the Association of Black Cardiologists, Inc. and serves on several committees.

# Self-Awareness Week – Opening Sessions

The opening sessions for Summer Institute 2023 were phenomenal! Upward Bound participants were blessed to receive a wealth of information from dynamic speakers and coaches, Schenika Silver and Theo Schaffer, all centered around Upward Bound's summer theme, "Victory Over Self = Unstoppable."

## Schenika Silver, Therapist, Life Coach, Mentor



Schenika Silver, Therapist, Life Coach, MentorHands Counseling Services, PLLC, located in Greensboro, NC. She provides individual, family and group therapy to clients and families. She conducts Diagnostic and Comprehensive Clinical Assessments to incoming clients, profile, and treatment plans. She coordinates and facilitate workshops and professional development for businesses and organizations and provides educational services to university and college students through individual and group life coaching, workshops and retreats.





# Self-Awareness Week – Opening Sessions

Master Communicator, Solution Synthesis,  
Coaching and Strategic Guidance,

Theo Schaffer, Coach, Author, Public Speaker,



Theo Schaffer is an accomplished coach, author, public speaker, and consultant with over fifteen years of experience helping organization and communities elevate employee well-being and create a better world. His career began in 2006 with a Bachelor's in English and Education, leading to over fourteen years of coaching and teaching in public and probate education school systems. He authored several self-help books, including "Jump! How to Overcome in Five Steps," and became a nationally recognized public speaker with TEDx and TED Talks.

Theo Schaffer  
Responsibility of Awareness



Let's Get Smarter!!!

## Upward Bound Program Services - Overview

Services are designed to develop essential skills, study habits and discipline necessary for success in high school and college. The Academic Year services include:

- Tutorials
- Academic Saturday Classes
- College preparatory and career planning workshops
- College and university visits
- Study skills and test-taking strategy workshop
- Academic and personal counseling sessions
- Field trips to local businesses or cultural centers
- Personal development workshops
- Parent Seminars



## STEM PROJECT (Discovery Place)

DISCOVERY PLACE

In accordance with our STEM initiative, the Upward Bound Program was privileged to partner with Discovery Place for four (4) weeks during Summer Component 2023. A team of Discovery Place educators brought the magic of STEM learning to our students through hands-on exploration, and one-of-a-kind experiences. Students engage in exciting educational experiences in a broad array of subject areas such as physical science, plant and animal biology and engineering through inquiry, experimentation, critical thinking, and problem solving. Classes were developed by grade bands and are aligned with North Carolina State Standards and Next Generation Science Standards. The curriculum for each grade were as follows:

Grade 9 Club Code	Grade 10 Make	Grade 11 Anatomy & Physiology	Grade 12 Engineering
What is a Computer? What's Scratch?	Egg Drop Challenge	Biochemistry of Cells	Civil Engineering Part I
Name Animation	Bridge Challenge	Viruses & Vaccine Education	Civil Engineering Part II
Shapes Challenge	Boat Challenge	Cardiovascular Connections	Mechanical Engineering Part I
Lego Maze	Discovery Place Project Runway	The Art of Listening	Mechanical Engineering Part II
Pong Scratch Cards	Video Game Controllers	Musculoskeletal System & Prosthetics	Aeronautical Engineering Part I
Intro to Game Design	Interactive Information	The Brain & The Body	Aeronautical Engineering Part II
Making a Game /Presentations	Paper Airplane Challenge/Present	DNA: Defining New Abilities	Biomimicry Part I Biomimicry Part II

Dates 9th Grade 10th Grade 11th Grade 12th Grade Club Code MAKE Anatomy and Physiology Engineering June 28, 1pm-3pm What is a computer? What's Scratch? Egg Drop Challenge Biochemistry of Cells Civil Engineering June 29, 1pm-3pm Name Animation Bridge Challenge Viruses & Vaccine Education Civil Engineering June 30, 1pm-3pm Shapes Challenge Boat Challenge GMO's & Digestion Mechanical Engineering July 1, 1pm-3pm Lego Maze Discovery Place Project Runway Cardiovascular Connections Mechanical Engineering July 5, 1pm-3pm Pong Scratch Cards Video Game Controllers The Art of Listening Aeronautical Engineering July 6, 1pm-3pm Intro to Game Design Interactive Information Musculoskeletal System & Prosthetics Aeronautical Engineering July 7, 1pm-3pm Making a Game Interactive Information The Brain & The Body Biomimicry July 8, 1pm-3pm Making a Game/Presentations Paper Airplane Challenge/Present DNA: Defining New Abilities Biomimicry



On July 22, 2023 Upward Bound participants debuted their first "Theater Musical Production." Students were involved in every aspect of the production (dance, chorus, wardrobe, multimedia, stage hands). Unstoppable received 4 stars!!! A special thank you to the Upward Bound staff, teachers, and parents for helping us make this production possible. Story based on Charles Dickens' 1843 novella, "A Christmas Carol" ©1843.



Upward Bound JCSU  
presents

**Unstoppable**

*An Upward Bound Musical Production*

**Executive Producer**

*Magdalyn Lowe-Smith*

**Writer**

*Kimberly Harvin*

**Directors**

*Kimberly Harvin*  
*Janeta Lynn*



# Featured Songs

Who Am I

*"Annie"*

Mighty God

*Dietrick Haddon*

Hall of Fame

*The Script*

Never Give Up

*Sia*

Never Enough

*The Greatest Showman*

Unstoppable

*Sia*

# Actors



Miles Walker-Gilliam  
"Dominic Taylor"



Jaleah Bridges  
"Mrs. Taylor"



Rasheed Waite  
"Mr. Taylor"



Cierra Carter  
"School Counselor"



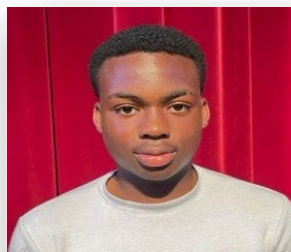
Jessica Cooper  
"Nadia"



Amari Henderson  
"Issa"



Kofi Bowe  
"Osei"



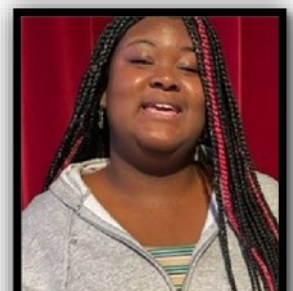
Dekhari Hall  
"Caleb"



Dakaria Moore  
"Ghost of the Past"



Tyson Bates  
"Ghost of the Future"



Cameron Young  
"Ghost of the Present"

# Dancers



Choreographers – Parker BreeLove, Camilla Archer, Honor Gaylor  
Dancers – (Front Row) Honor Gaylor, Saniya Woody, Camilla Archer  
(Back Row) Jeremiah Ammon, Maya Richardson, Zariya Morrison, Parker BreeLove, Ja’Niyah Belk, Sabria Baxter, Samuel Victoria

# Singers



Jessica Cooper, Soloist, Mayson Singleton, Soloist, Denajjah Daniel, Adrianna Taylor, Olga Mundo, Tiana Johnson Quintell Small, and Eric Kemp



# Tech



**Multimedia** - Keristan Harden, Serena Dorlaie; **Sound** - Ekijah Cook, Amari Mungo; **Wardrobe** - Zary Miller, Mason Riley, Shaneya Holloway; **Props** - Makayla Council, Heaven Hall, Shanari Horton, Zuriya Bryant, Shaniya Kinard, Karma Compton, Saniah Brimmer, Kenya Grier; **Lights** - Jaylen Ross

## TC's

Tyson Bates, Actor  
Kofi Bowe, Actor  
Debi Breland, Tech  
James Brown, Wardrobe  
Cierra Carter, Actor  
Isabella Gonce, Dance  
Aniya Johnson, Stage Manager



## Upward Bound Staff

Magdalyn Lowe-Smith, Director  
Andrina Forward, Academic Coordinator  
Kimberly Harvin, Admin./Creative Arts  
Sharon Bellamy, Office Assistant





## Academic Honors & Awards 2020- 2021

On Saturday, July 22, 2023, the Upward Bound Program celebrated with an end- of-year Awards Ceremony. Students were given special recognition for their academic honors as well as other categories selected by staff. The following awards were granted for the 2022-2023 Academic Year Component (September 2022 – May 31, 2023) and Summer Component 2023.

### Awards and Plaques

Highest Overall Grade Point Average – 2022 – 2023	Karma Compton 4.3
Highest Core Grade Point Average - 2022-2023	Serena Dorliae 4.5
Highest Grade Point Average - Summer 2023)	Adrianna Taylor 3.83
Perseverance Award - Summer 2023	Honor Gaylor
Participation Award - 2022-2023	Rasheed Waite
Newcomer of the Year 2022-2023	Jeremiah Ammon
Tutor Counselor’s Choice Awards	Mason, Riley & Shaneya Holloway

### Certificate of Achievement – Academic Year (2020-2021)

#### 3.0 – 3.5

Zuriyah Bryant (3.0), Heaven Hall (3.0), Shaneya Holloway (3.0), Amari Mungo (3.0), Ekijah Cook (3.08), Shanari Horton (3.1), Saniya Woody (3.1), Eric Kemp (3.12), Camilla Archer (3.16), Honor Gaylor (3.18), Parker Breelove (3.25), Adrianna Taylor (3.25), Amari Henderson (3.3), Zariya Morrison (3.3), Quintell Small (3.37), Jaleah Bridges (3.43), Preston Breelove (3.5), Anyla Clay-Baker (3.5), Mayson Singleton (3.5), Jessica Cooper (3.56), Olga Mundo (3.56), Cerra Johnson (3.62).

#### 3.6 – 4.0

Tiana Johnson (3.62), Samuel Victoria (3.63), Mason Riley (3.72), Dakaria Moore (3.8), Cameron Young (4.06), Serena Dorliae (4.25), Karma Compton (4.3).

## Certificate of Achievement – Summer Component 2023

### 3.0 – 3.5

Honor Gaylor (3.0), Jaylen Ross (3.0), Samuel Victoria (3.0), Jeremiah Ammon (3.16), Camilla Archer (3.16), Ja’Niyah Belk (3.16), Anyla Clay-Baker (3.16), Denaijah Daniel (3.16), Shaniya Kinard (3.16), Mason Riley (3.16), Makayla Council (3.33), Kenya Grier (3.33), Zary Miller (3.33), Zariya Morrison (3.33), Cameron Young (3.33), Ekijah Cook (3.4), Jaleah Bridges (3.5), Tiana Johnson (3.5), Dakaria Moore (3.5).

### 3.6 – 4.0

Jessica Cooper (3.6), Eric Kemp (3.66), Parker BreeLove (3.66), Mayson Singleton (3.66), Shaneya Holloway (3.83), Heaven Hall (3.83), Karma Compton (3.83), Serena Dorliae (3.83), Adrianna Taylor (3.83).

## Awards Ceremony – Summer Component 2023

### “Certificates of Achievement - Instructors”

#### Candace Hamlin – (Science)

#### “Top Scholar (Highest Grade in Science)”

Chemistry – Mason Riley  
Biology – Heaven Hall  
Earth & Environmental – Adrianna Taylor

#### Maxine Hedgepeth – (English Language Arts)

#### “Scholar Award/Highest Average”

English I – Adrianna Taylor  
English II – Heaven Hall  
English III – Mayson Singleton  
English IV – Mason Riley

# Awards Ceremony (Continued)

## Malik Richardson (Math I & II)

### “Most Improved”

Math I – Jaylen Ross, Amari Mungo

Math II – Jessica Cooper, Ja’Niyah Belk

### “All Star Scholars”

Math I – Tiana Johnson, Dakaria Moore

Math II – Jaleah Bridges

Samuel Victoria

## Michael Owens – Math III & IV

### “All Star Scholars”

#### Math III

Parker Breelove, Mayson Singleton, Zary Miller

#### **Math IV**

Rasheed Waite

## JoAnn Summerville – Current Affairs

**Most Improved Award** – Saniah Brimmer, Kenya Grier

**Highest Average** – Amari Henderson, Shaneya Holloway

**Class Participation** – Mason Riley

Discovery Place STEM Project  
(Science & Engineering)  
Future Engineer or Scientist Recognition

Anatomy & Physiology

Serena Dorliae, Jeremiah Ammon

Engineering

Makayla Council, Ekijah Cook, Zary Miller, Parker Breelove

Design

Quintell Small, Amari Mungo, Olga Mundo

Coding – (Most Creative Robot Design Group)

Jessica Cooper, Mayson Singleton, Anyla Clay-Baker, Jaleah Bridges

Outstanding Problem Solver

Samuel Victoria

Outstanding Digital Artist

Honor Gaylor

Most Creative Coder

Jaleah Bridges



# Musical Theatre Production

## Play/Drama

Unstoppable Rising Star – Miles Walker Gilliam

Unstoppable Most Resilient – Amari Henderson

Unstoppable Most Dedicated – Jaleah Bridges

## Choir/Chorus Line

Unstoppable Most Improved – Eric Kemp & Quintell Small

## Dance

Unstoppable Leadership – Parker Breelove & Camilla Archer

## Wardrobe

Unstoppable Dedication – Mason Riley, Shaneya Holloway, Zary Miller

## Multimedia

Unstoppable Dedication – Keristan Harden, Serena Dorliae

# Annual Summer Cultural/Educational Trip

The Upward Bound Program concluded Summer Component 2023 with a trip to Washington, DC. Participants enjoyed five days of activities that were both educational and fun. Sites visited are as follows: Pentagon City, Smithsonian Natural History Museum, MLK, Lincoln, Vietnam and Korean War Memorials, National Museum of African American History & Culture, White House, National Holocaust Memorial Museum, Smithsonian American History Museum, National Harbor, Frederick Douglas National Historic Site, Mary McLeod Bethune National Memorial U.S. Capital Tour, Library of Congress Tour. Students also toured Howard University and enjoyed Kings Dominion Amusement Park.



## Q&A: Why Schools Should Focus on the Whole Child

Author and educator *Stephanie Malia Krauss* discusses what adults need to know to help young people thrive.

The "whole child" focuses on holistic well-being and optimizing conditions for social-emotional learning.

The "whole child" approach to education recognizes the importance of students' holistic well-being, including their social, physical and emotional health, to their learning.

Rooted in progressive education ideas from the 19th and early 20th century, the whole child approach has gained attention in recent years. But while schools have increased their emphasis on social-emotional learning, and it's common to hear administrators talk about using a "whole child framework," education consultant and strategist Stephanie Malia Krauss says many schools still have a long way to go in this area. She highlights a lack of communication and collaboration between the various institutions and adults that shape young people's lives.

Krauss, a former classroom teacher and social worker, works with state and national partners on youth well-being and related issues. In her forthcoming book, "Whole Child, Whole Life: 10 Ways to Help Kids Live, Learn and Thrive," she draws on research from a variety of disciplines to outline ways for schools and caregivers to support kids in our post-pandemic moment.

Krauss says she saw the need after talking to parents and educators around the country while promoting her previous book, about what young people need to be ready for the future. "They would always say the same thing, which was they appreciated knowing what kids needed for the future (but) they were worried that kids would give up or burn out before getting there," she told U.S. News. "They were saying that the kids were not OK."

So Krauss set out to find "proven practices that have existed across time and generations, cultures and contexts that work to support kids every single time." She spoke with U.S. News about her new book and what adults need to know to help young people thrive. This interview has been edited for length and clarity.

### **Q: How do you define "whole child" and "whole life"?**

Whole child is really thinking holistically about who a young person is, as a full, total whole little human. I think the pandemic showed us in really high definition just how interlinked learning and living are, and that in order to support a young person's learning, you have to know about how they live. And in order to support how they live, you have to realize that they're growing, learning, developing beings, and understand that piece, too.

On the "whole life" side, it kind of goes one step farther to say we need to know the wide and the long of a kid's life. The "wide" is what are all the spaces and places where they spend time, and who are they in those different places, and who are they with, and what do they get or what are their challenges there.

The "long" is understanding that when we are in contact with a kid, we're seeing them for a moment in time, and there was life that came before and there's life that's going to come after.

### **Q: How has the growth of social-emotional learning changed public education? In what ways does it need to go further?**

When we look at the rise of social-emotional learning and whole-child practices, what we see is the opportunity for schools and educators to move closer to the actual science of learning and development. Learning is deeply social and emotional, and is a huge part of how kids create connections and make meaning of their learning. Social-emotional learning optimizes the conditions for young people to learn.

We also know that some of the skills that are often called social-emotional learning skills are also the things that workers need ... like communication and collaboration, critical thinking, or the kinds of supports in the workplace that optimize working conditions. So there's a lot of overlap and integration.

**Q: What are some key changes that schools can make to support kids holistically?**

I have three very targeted recommendations among many. The first is that an easy thing that every school can do now is look into getting their staff and their high schoolers trained in Mental Health First Aid (which teaches people how to support others experiencing mental health issues).

A second recommendation is that many schools were able to use pandemic relief funds to bring on additional counseling and social work staff. And so school boards and state education departments (should) really recognize the importance of those roles and the need for permanency and sustainability. Those are positions that need to grow and stay. Our students and our school staff, our teaching staff, really need the additional support of having trained clinical mental health and student support staff in their campuses.

And then the third recommendation is that this is definitely a time in education where there is a deepening divide between parents and caregivers, and teachers in schools. And so one of the things that I tried to do through “Whole Child, Whole Life” was to lay out a set of common conversations, concerns and conditions that people can come together on with the shared commitment to care for kids. And so I would encourage schools to use this to have a set of conversations with community members, and with parents and caregivers, about what kids are experiencing and what they need. This is a space where anyone who cares for kids can come together on common ground and have a discussion.

**Q: What are some of the challenges facing educators and other adults who want to implement the practices laid out in “Whole Child, Whole Life?”**

Among the challenges is that it's vulnerable work and requires an honest appraisal of what you know and do not know and a willingness to engage in different learning. We have to be willing to stop ourselves and pause and ask some questions. And if we don't know the answers, we have to do some learning and seeking out.

Another challenge is isolation. I think the biggest way to support and activate a whole child, whole life response and approach to how we care for kids is if we are an adult who is working with a child, we need to be in relationship with the other adults in that child's life, because we only see a part and other people have important intelligence that can support that.

**Q: What else do you want adults to know about supporting young people in today's world?**

We're just kind of on the cusp of this wave of mental health challenges and developmental challenges, which means it really requires an all-hands-on-deck approach. I knew as somebody with a degree in education and in social work what I did and did not get in my training. Which means I know that there are teachers who are not trained in child development and well-being and that there are counselors who are not trained in the science of learning. We have to cross-train ourselves because it's not only that our kids thriving is at stake, but their ability to survive is at stake.