ACCESS 2012-2013 Application

About the Program

**Academic, College and Career Exposure for Student Success (ACCESS)**, provides academic support and scholarships to youth who may not have the resources to pursue a college education targeting under-represented minorities, first-generation college students, and students from low-income families. The goal of the program is to prepare students who face significant challenges to achieve success in high school, college and beyond.

- Academic Mentoring/Tutoring
- College Search and Application
- College Entrance Test Preparation
- Career Exploration/Job Readiness
- Life Skills Development
- Leadership Development
- Community Service
- College Scholarship up to $20,000

**ACCESS** includes both college preparation and college retention programs. The three-year college-prep program begins in 10th grade to assist students attending school in Emeryville/Oakland, Pittsburg, Richmond, and San Jose to graduate high school and attend college. Students selected for the program receive coaching to improve their high school academic performance, prepare for college, and explore various career paths. Students who successfully complete the **ACCESS** program may be eligible for college scholarships of up to $20,000 ($5,000/year) based on availability of funding and only in the case of needs not being met by other grants, waivers and awards.

The college retention component of **ACCESS** provides mentoring and other support activities to help students make a smooth transition from high school and graduate from college. In addition to financial support, students receive mentoring throughout the academic year by their academic mentor.

The **ACCESS** college-prep program prepares and supports 10-12th grade high school students towards college careers. Students participate in trainings and seminars, study trips, and mentoring activities focused on personal, academic, and professional skills development for college.

The program challenges students to initiate their own learning and make thoughtful, deliberate life choices. We encourage lifelong learning, responsible citizenship, and maximizing of career opportunities through a challenging and accessible curriculum that includes the development of personal management skills. The program uses personal, goal setting and personal development plans to enable students to build these necessary skills. The **ACCESS** program also provides opportunities for students to use newly acquired skills in fun and creative ways.

Creating and sustaining healthy communities is another strategy used to develop student capabilities in the **ACCESS** program. Students from our educational partners are brought together to work and support one another’s efforts. There is also encouragement for families to participate through a number of parent workshops, educational events, and social activities. Throughout the year, program staff meets with parents to update them on a student’s progress and to encourage them to assist and support the student at home and to enforce the work done in the program.

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*The BALF is a nonprofit organization committed to providing opportunities for a college education to underserved youth attending under-resourced schools in the East and South Bay.*
What We Expect of Students in the Program

Program participation is an agreement between the Foundation and the student and their family. All parties must commit to the standards set for continued inclusion.

Student Participation in Workshops

The ACCESS Program holds mandatory workshops, trainings, and study trips throughout the academic year from September to June. Each cycle includes Saturday workshops that may include skill-building, project presentations, exercises, and evaluation sessions. These sessions are mandatory for all program participants and take place at locations throughout the East/South Bay; they include students from each of our four service areas.

Work with Academic Mentor Each Week on Campus

In addition to Saturday sessions, ACCESS participants are required to meet with their Academic Mentor on a bi-weekly basis. They are expected to pro-actively face and solve academic or personal issues with the help of their mentor, and to follow through on projects, applications, and deadlines.

Be Accountable

Students must take responsibility for managing their on- and off-campus life to make sure that they can participate fully in the program. Students dropped after failing academic or non-academic probation are not eligible for scholarship consideration.

ACCESS Program participants must commit to the following responsibilities:

- Attend minimum of bi-weekly tutoring/check-in sessions (held after-school on student’s campus).
- Attend and participate actively in all monthly Saturday workshops.
- Complete all homework, assignments, or projects.
- Maintain minimum GPA requirements.
- Demonstrate good citizenship and accountability: frequent absences, excuses, or poor behavior may result in probation or termination from the program.
- Fulfill community service requirements.
- Make every effort to arrange own transportation to activities wherever possible.
Application Guidelines

Applications must be received no later than Monday, May 14, 2012. Selected applicants will be contacted for an interview. BALF staff will make the final decisions and contact admitted students by Friday, June 1, 2012.

AM I ELIGIBLE?
Basic requirements for applicants:
- Be a high school sophomore (Fall 2012)
- Have a minimum high school GPA of 2.3
- Demonstrate and document financial need (low income)
- Attend school in Emeryville, Oakland, Richmond, Pittsburg, or San Jose partner schools
- First-generation college students are preferred

HOW TO APPLY
To apply for the ACCESS Program, eligible applicants must submit:
- Completed ACCESS program application signed by:
  - Student
  - AND by a teacher, school counselor, or nominator
  - AND a parent or guardian
- Incomplete or late applications will not be considered. Deadline is Monday, May 14, 2012.
- A copy of student’s most recent academic transcript
- Two sealed letters of recommendation and support:
  - ONE must be from teacher, counselor who knows student well.
  - ONE can be from an employer or community leader, or another teacher.
  - Letters should include comment on the applicant’s abilities, character, and work ethic.
- TWO short TYPED, essay responses. No handwritten essays, please.
- Clip application together; do not staple pages, please.

Allow enough time to ask for and collect recommendations and all other materials requested!

Please submit completed applications no later than Monday, May 14, 2012 and bring to:

Ms. Ng
Room E-12

Please visit the Bay Area Leadership Foundation’s website at www.eblf.org for more information or contact us at kim@eblf.org or marcy@eblf.org, 510-622-7884 or 510-622-7881 if you have any questions.

Good luck!
### Student Personal Information

**Name**

Last  
First  
Middle Initial  

**Address**

Street address  
City  
Zip  

Home phone  
Cell  
Other  
Email  

**Gender:**  
M  
F  

**Date of Birth:**  ___ / ___ / ___  

**U.S. Citizen:**  yes  
no  
(circle one)  

**Ethnic origin:**

- □  Black/African-American  
- □  Latino/Hispanic origin  
- □  Asian/Pacific Islander  
- □  White/Caucasian  
- □  Native American  
- □  Other  

### Family Information

**Number of adults in household:**  ________  

**Number of dependents under age 18:**  ________  

**Parent/Guardian:**

Name  

Relationship  

Address  
(if different)  

Home Phone  
(cell)  
(if different)  

Work Phone  

Occupation  

Highest level of education:  

**What is your gross annual family income?**  

(This should include all family income, including benefits, gifts, and wages. You may be asked to provide income verification – wage statement W-2 or tax return)
**Academic Information**

School you currently attend ____________________________ High school you will attend next year ____________________________

Address ________________________________________________

Street address City Zip

Principal ____________________________________ School counselor/nominator ____________________________

Current grade level: ________ Expected high school graduation date: ________

Jr. High school Cumulative GPA: ________ Current GPA (verified by transcript): ________

Please list all extracurricular activities (in-school and out-of-school) that you are currently involved in or plan to participate in for the next school year. This includes clubs, sports, groups, employment, and volunteering (*use separate sheet if necessary.*)

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Type of Activity</th>
<th>Sponsoring Organization</th>
<th>how often do you meet?</th>
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<tr>
<td></td>
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<td></td>
<td>Daily # of hours/day</td>
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<td></td>
<td></td>
<td>Weekly # of hours/week</td>
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<td></td>
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<td>Monthly # of hours/month</td>
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</tbody>
</table>

What do you typically do after school?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

How do you usually spend your time on weekends?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

What are your favorite academic courses?

______________________________________________________________________________________

Your least favorite?

______________________________________________________________________________________
Short essay response questions

Please write and attach a 200-word response each to TWO (2) of the FOUR (4) following statements:

1. Is there someone in your life who has had a significant influence on you? Describe their influence. (200 words)

2. Describe the most challenging obstacle you have had to overcome: how did you respond to it and what did you learn? (200 words)

3. Discuss a risk that has led to significant change (either positive or negative) in your personal or academic life. (200 words)

4. Tell us about something you once thought that you “knew for sure” that you have since learned to question. (200 words)

Recommendations

Please provide the name and contact information for each individual providing a recommendation. Two are required. You should choose teachers who know you well and who can comment on your suitability for this program. Recommendations must be in a sealed envelope with the corresponding signature across the sealed flap; please submit with the other application materials.

1)

Name
Title/ Relationship to student
Address
City/ State/ Zip

2)

Name
Title/ Relationship to student
Address
City/ State/ Zip

Signature

I affirm that the information provided on this application is complete and accurate to the best of my knowledge.

Student applicant signature
Printed name
Date

Parent/ Guardian signature
Printed name
Date

Nominator/ school counselor
Printed name
Date

Submit completed applications no later than Monday, May 14, 2012 to:

Ms. Ng
Room E-12
2012-2013 ACCESS
Student Recommendation Form

Academic, College and Career Exposure for Student Success (ACCESS), provides academic support and scholarships to youth who may not have the resources to pursue a college education; including under-represented minorities, first-generation college students, and students from low-income families. Our program does not “skim” the high academic achievers. We target students who may be ineligible or for traditional scholarship programs due to average grades (or “C” level work), or are not considered “college material”, but demonstrate potential to be tapped.

To take full advantage of this learning opportunity, students must be committed, and exhibit motivation and perseverance. An objective evaluation from a teacher is very useful in assisting us in matching the right students for the services we provide. With this in mind, please give us your candid impressions of the student’s academic abilities and personal characteristics.

Your Name: ___________________________ Student’s Name: ___________________________

Title/position: ___________________________ School/organization: ___________________________

Subject(s) taught (for teachers): ___________________________ Grade(s) received: ___________________________

For how long and in what capacity have you known the applicant?


Please check the appropriate boxes below

<table>
<thead>
<tr>
<th>Student Qualities</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Needs significant Improvement</th>
<th>Unable to Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic ability</td>
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<td>Communication skills (written)</td>
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<td>Communications skills (oral)</td>
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<td>Teamwork and interpersonal skills</td>
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<td>Confidence and independence</td>
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<td>Openness to new concepts/ flexibility</td>
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<td>Organizational skills (ability to complete tasks)</td>
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<tr>
<td>General maturity/motivation</td>
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Teacher Recommendation Form (continued)

Please provide your written impression of the student’s academic abilities, including areas in need of improvement; and any personal characteristics that should be considered in support of their candidacy (include specific examples). Please provide any additional information you think would be useful in assessing the student’s suitability for the ACCESS program (attach a separate sheet if necessary).

Name:                                    Position/ title:

Subject(s) taught:                       

School:                                  Phone:

Signature:                               Date:

Please return this recommendation form to the student in a sealed envelope with your signature across the sealed flap by Tuesday, May 1, 2012. We appreciate prompt completion as the student’s application (due Monday, May 14th) is not complete without it. Thank you!