

## Junior: Spring/February/Unit 10

### FAFSA PIN # & Scholarship Essay & Résumé

**Objectives:** Obtain a FAFSA PIN # for yourself and your parent/guardian.  
 Research scholarships, write a scholarship essay, and create a résumé.  
**COMPLETE SUMMER ACADEMY APPLICATION.**  
 Evaluate what you have learned.  
 Contact Site Teachers and NAU Upward Bound office for help as needed.  
 Assist in the development of the portfolio program.

To complete this unit successfully and receive your stipend, you and your parents should finish the following activities:

1. Complete all of the activities in this unit.
2. Answer the Gates Millennium essay question.
3. Obtain and complete a grade check for all of your classes. Place a copy of the grade check with the work/information required for this unit.
4. **COMPLETE SUMMER ACADEMY APPLICATION INCLUDING CCC PAPERWORK.**
5. Fill out the evaluation sheet when you have completed this unit.
6. Fill out the Honorarium/Stipend Request form.
7. Complete this unit and be prepared to review it by \_\_\_\_\_.

**Once you have completed this unit, you should meet with an Upward Bound staff member to go over it.**

**Telephone:** 1-800-628-4494  
**E-mail:** [Diana.Betoney@nau.edu](mailto:Diana.Betoney@nau.edu)  
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How much will I earn this month?	
C = \$40.00 complete	<ul style="list-style-type: none"> <li>• Unit 100% complete</li> <li>• Unit turned in on time</li> </ul>
P = \$20.00 partial	<ul style="list-style-type: none"> <li>• Unit <b>more than</b> 50% complete</li> <li>• Unit turned in on time</li> </ul>
0 = \$0.0 incomplete	<ul style="list-style-type: none"> <li>• A unit turned in <b>late</b> is considered incomplete</li> <li>• A unit <b>less than</b> 50% complete is considered incomplete</li> </ul>

What to do if you are absent on the day Portfolio's are to be reviewed by Upward Bound staff members?

Planned Absences (e.g., basketball games, track meets, etc.)	Unplanned Absences (e.g., sickness, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> <li>◆ Give your binder to your site teacher <b>before you leave</b> for the planned absence.</li> <li>◆ If you give your binder to your site teacher <b>before you leave</b>, then the UB staff can review your work and you are still eligible for the full \$40.00 stipend.</li> <li>◆ If you forget to leave your binder with your site teacher before you leave, then your work is late and you are no longer eligible for a stipend.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give your binder to your site teacher <b>As Soon As You get back to school.</b></li> <li>◆ If you give your binder to your site teacher <b>As Soon As You return from an unplanned absence</b>, then you are still eligible for the full \$40.00 stipend.</li> <li>◆ If you forget to give your binder to your site teacher <b>As Soon As You return</b>, then your work is late and you are no longer eligible for a stipend.</li> </ul>

### ***Step 1: FAFSA PIN #***

In January of the year you graduate high school (2010 for Juniors) you will be able to begin filling out and submitting your FAFSA (Free Application for Federal Student Aid). The FAFSA enables you to be eligible for the Pell Grant as well as other institutional, state and federal financial aid. It is very important that you fill this out in a prompt and timely manner.

Because you can only submit your FAFSA on the Internet, you and your parent/guardian must have a PIN # to act as your electronic signature. Please visit the website below to sign up for a PIN #. During the Summer Academy, we will fill out the FAFSA with you and submit it as a practice run for your Senior year. You and your parent/guardian need a PIN # in order to complete this activity. If you have already signed up for a PIN #, make sure that you and your parent/guardian know what your PIN # is so you won't be delayed in filling out and submitting your FAFSA—either during the Summer Academy practice run, or during your Senior year when it is for \$\$\$\$!

[www.pin.ed.gov](http://www.pin.ed.gov)

### ***Step 2: Identifying Scholarships***

Our November senior portfolio will require you to apply for three scholarships. This can be a very stressful, overwhelming period of time for seniors, so we want you to gather information and scholarship applications NOW.

**To complete this unit, you will have to submit information on three scholarship applications which you will be applying for by next fall. (Whatever you do, don't let this requirement stop you from submitting more than three applications.)**

In searching for potential scholarships, you will find that there are two different types of scholarships.

- **Outside Scholarships:** These scholarships are selected by organizations outside of the school. They do not necessarily specify a student attend a specific school to receive their awards.
- **General or Institutional Scholarships:** These scholarships are awarded by the school. Incoming freshmen must first apply for admission to the college or university before they can be considered for any general or institutional scholarships. Most colleges and universities have this type of scholarship application process.

If the schools you are interested in attending have general or institutional scholarships, you should apply for them before looking for outside scholarships. Some schools, like Northern Arizona University, have an application process in place for these scholarships. (At NAU, you must complete a general scholarship interest form, submit a resume and a one-page student letter, apply for admission to NAU, and file a Free Application for Federal Student Aid.) Other schools, like the University of Arizona, do not have a separate process to apply for general or institutional scholarships. Instead it is a part of their application for admission. (To be considered for UA scholarships, new students must complete and submit The University of Arizona Application for Admission. Students should also file their FAFSA.)

To find outside scholarships, you should use FastWeb ([www.fastweb.com](http://www.fastweb.com)). Warning: Be very careful about paying an individual or group to find scholarships for you. You should be able to research and apply for scholarships yourself without incurring any fees just as effectively as these scholarship services can. The FastWeb is a free scholarship search on the web and is an excellent resource.

### Identifying and Printing Your General and/or Institutional Scholarship Applications

1. Select two postsecondary schools that you would like to attend.
2. Visit the websites for these two schools and locate the scholarship office web page at each one. (Check on the financial aid or admissions web page at each school if you are having difficulties.)
3. Locate the information regarding each school's general or institutional scholarship application processes. You will notice that some schools have specific applications for entering freshmen.
4. If one of your schools does not have a separate process to apply for general or institutional scholarships (like UA), you should note the deadline to submit your admission application. Then move on to the next school.
5. Read over the different scholarship options available to entering freshman at each of the two schools you selected. Identify those for which you are eligible.
6. Download and print the applications.

### Identifying and Printing Your Outside Scholarship Applications

1. If you were not able to print two general or institutional scholarship applications (because one or more of the schools you chose did not have a separate process to apply for general or institutional scholarships), then you will have to locate some outside scholarships. Remember that to finish this unit you will have to submit three scholarship applications which you will complete at a later date.
2. Visit the FastWeb website ([www.fastweb.com](http://www.fastweb.com)).

Follow the steps to "Start Your Free Scholarship Search." FastWeb will ask you to create a customized profile. Be as specific as possible. Over 600,000 scholarships in the FastWeb database are based on location, age, school year, heritage, interests, sports, etc. Complete every question thoroughly to qualify for as many scholarships as possible. Search your results for scholarships in which you are interested.

3. Follow the link to the provider's website for each of the scholarships you have selected.
4. If possible download and print the application for each scholarship. Even if you have to apply online you should print a hard copy of the application. It is always best to write a rough draft and have someone help you revise and edit each of your applications before submitting them.

### Other Good Sources of Potential Scholarships

- **Seniors at your high schools** – Talk to seniors at your school to find out what scholarships they have applied for and/or received. They may know about local scholarships that don't show up on college websites, or fastweb searches.
- **High School Counselors** – When you evaluate your transcript with your counselor, you can also get scholarship information from them. Many scholarships send information directly to high school counseling offices, so be ready to be a familiar face in the counseling office as a senior.

### ***Step 3: Scholarship Application Plan***

List at least three scholarships you plan to apply for during your senior year.

<b>SCHOLARSHIP</b>	<b>DEADLINE</b>	<b>ELIGIBILITY CRITERIA</b>

### ***Step 4: Write a Scholarship Essay***

Below you will find examples and helpful tips for writing a scholarship essay. You will either 1) choose a scholarship and write the required essay for that scholarship, or 2) write a personal essay which many scholarships require. Your essay should be typed and you should print 2 copies, one for UB and one for your portfolio notebook. Write the best possible essay and the UB staff will have an opportunity to look it over and provide feedback before you submit it for \$\$\$ next year.

## ***Step 5: Tips for Writing Your Scholarship Essays***

The personal essay is the hardest part of your scholarship application, but it's also the part of the application where the real you can shine through. If you need to write essays for any of your scholarship applications, you should read the following tips and complete all of the steps. (We'll be looking for the required information in your binder.)

### TIP #1: Think before you write.

Brainstorm to generate some good ideas and then create an outline to help you get going.

### TIP #2: Be original.

The judges may be asked to review hundreds of essays. It's your job to make your essay stand out from the rest. So be creative in your answers.

### TIP #3: Show, don't tell.

Use stories, examples and anecdotes to individualize your essay and demonstrate the point you want to make. By using specifics, you'll avoid vagueness and generalities and make a stronger impression.

### TIP #4: Write an essay that makes a strong impression.

The key to writing a strong essay is to be personal and specific. Include concrete details to make your experience come alive: the who, what, where, and when of your topic. The simplest experience can be monumental if you present honestly how you were affected.

### TIP #5: Develop a theme.

Don't simply list all your achievements. Decide on a theme you want to convey that sums up the impression you want to make. Write about experiences that develop that theme.

### TIP #6: Know your audience.

Personal essays are not one size fits all. *Write a new essay for each application—one that fits the interests and requirements of that scholarship organization.* You're asking to be selected as the representative for that group. The essay is your chance to show how you are the ideal representative.

### TIP #7: Submit an essay that is neat and readable.

Make sure your essay is neatly typed. Double-space the essay and provide adequate margins (1"-1 1/2") on all sides.

### TIP #8: Make sure your essay is well written.

Proofread carefully, check spelling and grammar and share your essay with friends, teachers, Upward Bound staff members, etc. Another pair of eyes can catch errors you might miss.

***\*\*Make copies of your completed (typed) scholarship essay and put it in your three-ring portfolio binder.***

## ***Step 6: Résumé Writing***

The résumé is a marketing tool that allows an employer to assess your qualifications quickly. Most résumés are initially read for 15 seconds or less (three to five seconds if they are unsolicited). Your job is to help the reader form a mental picture of you and your activities. Among tens, hundreds, or thousands of résumés, the employer needs to ascertain the benefits you are offering his or her company. He or she will do this by looking at your past accomplishments.

If you already have an **updated** résumé, then you should include a copy of it with the other work for this unit in your portfolio binder. In order to receive full credit and the maximum stipend for this unit, *you must have a copy of an updated résumé in your portfolio binder.*

If you do not have a résumé, or if your résumé is not current, please create or update a résumé.

### ***Step 7: Résumé Writing Tips***

From 2003: <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/resumes.html>

#### The Style and Appearance of Your Résumé

- **Easy to Read:** clear font; correct grammar and spelling; current information; no white out or hand-written corrections; printed on good quality paper. A human or a computer should easily find information they are looking for.
- **One to two pages.**
- **Be Honest.** Any misrepresentation will likely come back to haunt you—if not in the interview, then on the job.
- **Make yourself stand out.** Remember when you submit a résumé for school, a scholarship, or a job; you are competing with other applicants.

### ***Avoiding Poor and/or Imprecise Writing in Your Résumé***

- **Use specific verbs.** You want to show actions you have taken.
- **Teamwork is great.** If you worked with someone on a project, say it. Don't take credit for solo work that wasn't solo. Words and phrases such as: *collaboration, in conjunction with, team member*, or using the prefix 'co-', *co-design, co-facilitate*; indicate that you worked with someone.

### ***Verbs You Should Use to Describe Your Skills***

Watch overuse of a particular word. Use the words in the table below to more accurately describe your work experience and job responsibilities (refer to next page).

achieved	cultivated	gave	ordered	saved
acted	cut	generated	organized	scheduled
adapted	decided	guided	oriented	searched
addressed	decreased	hired	originated	secured
adjusted	defined	hosted identified	oversaw	selected
administered	delegated	illustrated	outlined	separated
advised	delivered	implemented	performed	served
altered	demonstrated	improved	persuaded	serviced
analyzed	described	improvised	photographed	set
appraised	designed	incorporated	piloted	sewed
arbitrated	detected	increased	planned	shaped
arranged	determined	informed	predicted	shared
assembled	developed	initiated	prepared	showed
assessed	devised	inspected	prescribed	simplified
audited	diagnosed	installed	presented	sized
balanced	differentiated	instituted	printed	sketched
broadened	directed	instructed	processed	sold
budgeted	discovered	integrated	produced	solved
built	dispensed	interacted	programmed	sorted

calculated	displayed	interpreted	projected	specified
calibrated	dissected	interviewed	promoted	spoke
catalogued	distributed	introduced	proofread	started
categorized	diverted	invented	proposed	streamlined
chaired	documented	investigated	protected	strengthened
changed	doubled	itemized	provided	studied
charted	drafted	judged	publicized	summarized
checked	drew	launched	published	supervised
classified	edited	led	purchased	supplied
coordinated	eliminated	learned	raised	talked
coached	empathized	lectured	received	taught
collated	encouraged	liaised	recommended	tended
collected	enforced	listed	reconciled	tested
combined	enhanced	located	recorded	traced
communicated	enlarged	maintained	recruited	trained
compared	ensured	managed	redesigned	transcribed
compiled	established	marked	reduced	transformed
completed	estimated	marketed	referred	translated
composed	evaluated	measured	refined	traveled
computed	examined	mediated	rehabilitated	treated
conceived	expanded	met	related	trimmed
concluded	expedited	minimized	rendered	troubleshoot
conducted	explained	modeled	reorganized	tutored
configured	expressed	moderated	repaired	uncovered
considered	extracted	modernized	reported	unified
consolidated	fabricated	modified	represented	updated
constructed	facilitated	monitored	researched	upgraded
contracted	filed	motivated	resolved	used
contrasted	financed	narrated	responded	utilized
controlled	finalized	navigated	restored	verified
converted	fixed	negotiated	restructured	weighed
corrected	followed	observed	retrieved	welded
corresponded	forecasted	obtained	reviewed	widened
counseled	formulated	opened	revised	won
created	founded	operated	revitalized	wrote
critiqued	gathered		sang	

#### Additional Tips for Writing Your Résumé

- Omit/do **not** use personal information such as age, race, marital status, religion, etc.
- Do **not** include the word “résumé” at the top of page one or the date you prepared the document.
- Ensure that your name is at the top of all pages.
- Include the page number at the top of all pages other than page one.
- Use a **dictionary** and **thesaurus** to understand and express accurately your skills/abilities for the job, and the contribution you can make to the organization to which you are applying.
- Check your first draft for accuracy and completeness of information. Check your final copy for errors before printing.
- Keep all your notes from which you prepared your résumé on file and add to them at least twice a year. You should update information regarding your recent activities and jobs so that you will always have current data to generate future résumés.

**Step 8: Résumé Writing**

All word processing programs have résumé templates that make writing a résumé easier. Use one of these templates to create your résumé. Utilize the word list and the writing tips to write the best possible résumé. Make two copies of your résumé, one for the UB staff and one for your portfolio binder.

**REFERENCES:** A list of at least three names with their titles, addresses and telephone numbers. Before you include anyone on this list, talk with them and make sure you have their permission to use their name as a reference. You may want to list the same people from whom you request letters of recommendation. Please include these references on your résumé as well as writing those individuals' information on the lines below.

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***Step 9: Study Two Different Types of Résumés***

Look at the example résumés to get ideas for organization and presentation for your résumé!

### **Example of a Chronological Résumé**

From 2003: [http://www.careerccc.org/products/cp\\_99\\_e/section2/sample.html](http://www.careerccc.org/products/cp_99_e/section2/sample.html)

#### **Daniel Hiller**

882 Fairley Ave

Calgary, AB

T2V 2C4

Phone: (403) 712-1318

e-mail: dHiller@hotmail.com

#### **Career Objective**

To exceed each client's expectations through strong communication and inspired designs

#### **Education**

Graphic Design Production, Northwest College of Art  
Dean's List Candidate, 1999

Bachelor of Arts (English Major, Fine Arts Minor)  
Simon Fraser University, 1994

#### **Work Experience**

- |         |                                                                                                                                                                   |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1998-99 | <i>Graphic Design Production, Northwest College of Art</i><br>Updated the program's student placement contact list; produced showcase "Victims of Violence"       |
| 1998-99 | Designed, illustrated, wrote copy for colouring page "12 Basic Rules of Safety for Children." First runner-up of 54 designers. Design to be used in activity book |
| 1998    | <i>Business Sector, Northwest College of Art</i><br>Designed custom T-shirt                                                                                       |
| 1995-97 | <i>Film, Television, and Theatre</i><br>Created, developed, improvised, and performed a variety of roles in numerous productions                                  |
| 1996-97 | <i>Transport Canada (Quick Messenger Service)</i><br>Organized and delivered time-sensitive material                                                              |

#### **Computer Skills**

- Quark XPress 3.31, 3.32 and 4
- Adobe Illustrator 6.0 and 7.0
- Adobe Photoshop 4.0.1 and 5.0

### **Example of a Combination Résumé**

From 2003: [http://www.careerccc.org/products/cp\\_99\\_e/section2/sample.html](http://www.careerccc.org/products/cp_99_e/section2/sample.html)

#### **Brenda Labelle**

P.O. Box 2534  
Chibougamau, Quebec  
G8P 2G1  
Phone: (418) 293-4519

#### **Skills:**

- Fluent in Cree, English and French
- Bookkeeping and finance experience
- Excellent administrative skills and knowledge of current office technology
- Accurate keyboarding skills—70 wpm
- Knowledgeable computer user (PC and Macintosh)
- Strong organizational skills
- Ability to multi-task
- Excellent communication skills
- Proficient user of ACCPAC and WordPerfect 6.1/8.0
- A cooperative colleague and productive team member

#### **Work Experience:**

- |           |                                                                                                                                                                        |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1998-1999 | Cree Indian Centre of Chibougamau Inc., Chibougamau, Quebec. Duties: clerical tasks, including reception, typing and filing; assisted with bookkeeping and data entry. |
| 1995-1998 | Cree-Naskapi Commission, Ottawa, Ontario. Duties: clerical tasks; assisted with bookkeeping. Part-time while attending school.                                         |
| 1994-1995 | Native Friendship Centre of Montreal, Montreal, Quebec. Duties: reception, clerical.                                                                                   |

#### **Education:**

- |           |                                                                                                            |
|-----------|------------------------------------------------------------------------------------------------------------|
| 1995-1998 | Algonquin College of Applied Arts and Technology, Ottawa, Ontario. Course of Study: Business and Commerce. |
| 1990-1994 | Maclean Memorial School, Chibougamau, Quebec. Secondary Five Graduation Diploma.                           |

#### **Volunteer Work:**

Native Friendship Centre of Montreal, Montreal, Quebec. Organized social activities, including a drop-in center, led traditional teachings workshop.

## ***Step 10: Final Checklist***

\_\_\_\_\_ FAFSA PIN # for you and your parent/guardian

The following should be in your three-ring portfolio binder:

\_\_\_\_\_ Three Scholarship application(s)

- Include copies of your scholarship application(s)/information
- Complete the scholarship table (name of scholarships, deadline dates and scholarship criteria).

\_\_\_\_\_ Scholarship essay

- Include a copy of your completed scholarship essay.

\_\_\_\_\_ Résumé

- One-page résumé (you may submit a rough draft if you are still developing your résumé).

\_\_\_\_\_ Summer Academy Application

- Summer Academy paperwork
- Questions
- CCC Application
- CCC Domicile Affidavit
- CCC Student Authorization to Release Information

Name: \_\_\_\_\_

<p style="text-align: center;"><b>GATES MILLENNIUM SCHOLARSHIP ESSAY QUESTION</b></p>
-------------------------------------------------------------------------------------------

JUNIORS...continue preparing for the many scholarship essays you will have to write during your senior year! With each spring portfolio unit you will be asked to answer one of the seven essay questions from the Gates Millennium Scholars application.

**Students please note: Limit your essay to two paragraphs.**

Your essay question for this month is:

1. Discuss your involvement in and contributions to a community near your home, school, or elsewhere. Please select an experience different from any you discussed in previous questions, even if this experience also involved leadership. What did you accomplish? How did this experience influence your goals?

<b>JUNIOR MID-MONTH PORTFOLIO CHECK-IN SHEET      Spring/February/Unit 10</b> <b>FAFSA PIN # &amp; Scholarship Essay &amp; Résumé</b>
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Student Name: \_\_\_\_\_

**Directions: To obtain full credit complete this check-in sheet of your unit work.**

- It is advisable to take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.

1. What parts of the unit have you completed?
  - a. all of it
  - b. half or more
  - c. very little of it
  - d. none of it
  
2. When do you work on your unit?
  - a. at home in the evening
  - b. on the weekends
  - c. during class
  - d. on the bus going to/from school
  - e. other (*please explain*):
  
3. Rate the difficulty of this unit. 1 is easy and 5 is very hard.
 

1	2	3	4	5
---	---	---	---	---
  
4. From whom did you/will you seek help for this unit?
  - a. teacher
  - b. friend
  - c. parent
  - d. other adult (*please identify*)
  - e. other (*please explain*)
  
5. How well did you manage your time during this unit?
 

a. very well	c. not great
b. ok	d. poorly
  
6. Look at your answer to number 5, how could you improve the way you manage your \_\_\_\_\_ time?  
 Or if you answered “a. very well”, what else could you do to be a more \_\_\_\_\_ efficient time manager?

**JUNIOR FEEDBACK AND EVALUATION SHEET****Spring/February/Unit 10****FAFSA PIN & Scholarship Essay and Résumé**

Student Name: \_\_\_\_\_

**Directions: To obtain full credit**

- It is required to explain what you have learned in paragraph form and in full sentences.
- It is advisable to take time to think of what was interesting to you, what you learned, and WHY.
- Simple yes or no responses are not acceptable.

1. Do you have any concerns about financing your education? If so, please list them below. If not, what makes you feel secure about your college money situation?
  
2. Evaluate yourself as a writer. Do you think you are a competent, clear writer? What are areas that you could work on in your writing? Did this unit help you feel more secure about writing an essay for a scholarship application?
  
3. Who would you ask for a letter of recommendation? Is that person on your “dream team”? Could they be? Why would you ask that person to write a letter for you?
  
4. How could you improve your chances of being qualified for more scholarships? Are you planning on working to become a more qualified applicant? Why and How?
  
5. Please list all of the skills that you had to use to complete this unit. Were they all skills that you had before doing this unit or did you have to learn new skills? What were the new skills, how did you learn them, will they be useful in other areas?

**Parent:**

1. Do you have any questions about scholarships and their application processes? Please list your questions and we'll do our best to find the answers.

\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Parent Signature\_\_\_\_\_  
Date

Parent Phone Number : \_\_\_\_\_

Parent E-Mail Adress : \_\_\_\_\_

## STUDENT GRADE CHECK

**Instructions:** Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she should sign and date next to each grade in the appropriate column. Include this form in your Portfolio Unit for review by Upward Bound staff at your next Portfolio visit.

Student's Name: \_\_\_\_\_

Name of Class	Grade	Teacher's Name (Printed)	Teacher's Signature	Date	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

**STUDENT:** Please give an explanation for any grade lower than a C in the space provided below. Feel free to use an additional page if necessary.

**THE ACADEMY**  
 May 30-July 2  
**Upward bound**  
**Portfolio Student Application**

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Complete the student/parent Academy reflective questions & the UB application by the following priority dates:

**Alchesay H.S. – Feb. 19<sup>th</sup>**

**Hopi H.S. – Feb. 10<sup>th</sup>**

**Coconino H.S. – Feb. 11<sup>th</sup>**

**Williams H.S. – Feb. 12<sup>th</sup>**

**Winslow H.S. – Feb. 18<sup>th</sup>**

As you are aware, admission to The Academy will be very competitive for 2009. The questions will be an important part of the selection process. With this in mind, please put your best effort into the quality of your responses.

**Your reflection questions should also meet the following requirements:**

- 2 – 3 paragraphs/question
- complete sentences
- proper spelling and grammar
- typed responses preferred

**Student Reflection Questions: Answer the following three questions.**

1. Describe challenges that you faced this school year and how you handled those challenges. Does this experience make you more or less prepared for post-secondary education? How and why?
2. What does it mean to you to be a “returner” to the Summer Academy? How are your roles and responsibilities different than when you were a first year student?
3. Why do you want to attend the Summer Academy?

**Student Reflection Questions: Pick two of the following three questions.**

1. Recall your previous Summer Academy experience. How well did you balance academics, social time, work/service learning, and self care? What and how will you change your schedule/actions this summer to ensure that you are well balanced?
2. Give three reasons why you should be invited to return to The Academy?
3. Imagine and then describe your freshmen year of College. Be specific about where you are, what you are studying, who you are with, how you live, etc.

**Parent (Guardian) Questions: Please answer three of the following four questions.**

1. Please describe how and why your student is committed to pursuing their post-secondary education.
2. What are you willing to do to assist your student in pursuing their goal of post-secondary education?
3. What value do you see in your student attending the Summer Academy?
4. Upward Bound believes that educating the parent is as important as educating the student about the post-secondary education process. What kinds of information do you want Upward Bound to provide you with?

**THE ACADEMY**  
**Upward Bound**  
**Portfolio Student Application**

Please type or print. Complete entire application thoroughly and leave no blank spaces.

**STUDENT INFORMATION**

Applicant Name: \_\_\_\_\_  
Last First M.I.

Female: \_\_\_\_\_ Male: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Month Day Year

Address: \_\_\_\_\_  
Street/Box No. City/Town State Zip

Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_\_) \_\_\_\_\_

Message Phone: (\_\_\_\_\_) \_\_\_\_\_

Applicant E-mail Address: \_\_\_\_\_

Parent E-mail Address: \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

Mother/Female Guardian: \_\_\_\_\_  
Last First

Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Work phone: (\_\_\_\_\_) \_\_\_\_\_

Cell phone: (\_\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_  
(Fill out only if different from applicant)

Father/Male Guardian: \_\_\_\_\_  
Last First

Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Work phone: (\_\_\_\_\_) \_\_\_\_\_

Cell phone: (\_\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_  
(Fill out only if different from applicant)

**Parental Status:**

Married \_\_\_\_\_ Parents separated/divorced \_\_\_\_\_ Father deceased \_\_\_\_\_

Mother deceased \_\_\_\_\_ Both parents deceased \_\_\_\_\_

Other (please describe) \_\_\_\_\_

**With whom do you live?**

Mother/Father \_\_\_\_\_ Mother/Stepfather \_\_\_\_\_ Father/Stepmother \_\_\_\_\_

Mother only \_\_\_\_\_ Father only \_\_\_\_\_

Other (please describe) \_\_\_\_\_

## EMERGENCY CONTACT INFORMATION

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Please list two emergency contact person(s), OTHER THAN PARENTS. Contacts must have a telephone number.

NAME	RELATIONSHIP	HOME #	WORK #
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#1: \_\_\_\_\_

#2: \_\_\_\_\_

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## STUDENT AND PARENT SIGNATURES

**Both parent and student must read the following statement and sign below.**

*All of the information provided on this form is true and complete to the best of my knowledge.*

**I take 100% responsibility for my success at THE ACADEMY**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**I fully support my child's participation in the 2009 UB Academy**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Any question? Contact:

Diana Betoney @ 1-800-628-4494/(928)523-6984 or [Diana.Betoney@nau.edu](mailto:Diana.Betoney@nau.edu)

Sarah Kennedy @ 1-800-628-4494/928-523-6999 or [Sarah.Kennedy@nau.edu](mailto:Sarah.Kennedy@nau.edu)

Roxanne Begay-Shupla @ 1-800-628-4494/928-523-6986 or

[Roxanne.Begay@nau.edu](mailto:Roxanne.Begay@nau.edu)

We look forward to seeing you at THE ACADEMY next summer!