

Student X is one of the most outstanding students I have worked with in MESA/AVID (Math Engineering Science Achievement/Advancement Via Individual Determination). I have known her for almost four years because of her participation in MESA/AVID, a selective academic enrichment program that prepares first-generation college students. Our program combines two award-winning programs: MESA encourages students of color to explore careers in math and science while supporting them through advanced math and science coursework; AVID teaches students how to be successful college students through study skills, writing enrichment, and college awareness. MESA/AVID students are required to take four years of math and science as well as the UC/CSU requirements. These students voluntarily devote five to seven hours a week to tutoring and curriculum. Student X is part of a small college-bound population at our suburban public school. Last year, 44% of Sample High School's graduates planned to attend a four-year college. Latino graduates who met the University of California A-G Requirements represented 12% of the graduating class.

Compared to other students in AVID/MESA and the regular school program, Student X is one of the most ambitious and successful students I have worked with in my nine-year career. She has pursued her dream of a competitive college since freshman year, when the guidance office refused to let her take AP Spanish Language. Student X explained that she wanted to take this class so she could attend a good university. She was told by a school official that she should wait to take AP Spanish classes because those would be the only AP classes she would be qualified to take. I advocated for her because I knew that she was a very capable student who was taking advanced coursework in English and math as a freshman. Student X has taken full advantage of our AP offerings in all subjects. Teachers have been impressed with her intellectual curiosity, analytical thinking, and writing skills. Students have been impressed with the example she sets and her willingness to help others. Despite a full schedule of rigorous coursework, community service, and commitments to MESA/AVID and Upward Bound, Student X volunteers her spare time to help others with their homework.

As a MESA/AVID and Upward Bound member, Student X sets the highest standards for herself and a great example for other students. In addition to earning excellent grades, she has taken on leadership positions in the school community. She was the de facto president of *Raices Latinas Unidas* last year when they organized cultural events for the school and presentations about the plight of children in Chiapas, Mexico. She has demonstrated her compassionate and caring nature through her participation in Youth Philanthropy Worldwide. Student X has gained valuable experience working with others as a member of the school's Shared Decision-Making Council and the student government. She can exchange ideas and opinions with teachers and peers in a diplomatic and effective manner to support positive changes in the school. She has taken on tremendous responsibilities while helping her immigrant parents as a translator and facilitator.

Student X is a dedicated and ambitious young woman who will make a difference in the world. This very successful scholar/leader/volunteer is a first-generation college student with ambitious goals. Her proven ability to dispel stereotypes, an impressive desire to help young people, and effective communication skills augment a compelling intellect. Student X will be a very successful college student.

Teacher's Name, Title