



Loyola Marymount University

Office of National & International Fellowships (ONIF)

Example of a Fulbright English Teaching Assistant Application to Colombia

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Please email fellowships@lmu.edu with any questions.



PERSONAL INFORMATION

Your Name	
Prefix	█
First Name	███
Last Name	███

Citizenship Information	
Citizenship 1	United States
Country of Birth	United States
City, State of Birth	Los Angeles, California

3. Do you have a valid U.S. Passport?	Yes
Expiration Date	██████

Address/Contact Information	
Permanent Mailing Address line 1	████████████████████
Permanent Mailing Address City	██████
Permanent Mailing Address State	██████
Permanent Mailing Address Zip Code	██████
Permanent Mailing Address Country	United States
Primary Telephone Number	██████
Mobile Number	██████
Permanent Email Address	████████████████████
Alternate Email Address	████████████████████
Current Residence City	██████
Current Residence State	██████
Current Residence Country	United States
Current Residence Valid until	██████

General Information	
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Emergency Contact Email Address	██████████
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PROGRAM INFORMATION

Program Information	
Host Country 1	Colombia
World Region	WHA
Award Name	Open ETA
General Category	English Teaching Assistant
Field of Study	English Teaching Assistantship
U.S. Institution (through which applying)	Loyola Marymount University, CA
Current Degree Level	Master's: Master's/JD degree holders with no doctoral work or those enrolled in master's/JD graduate program with no doctoral work.

Grant Purpose Information	
Project Title	English Teaching Assistant
Abstract/Summary of Proposal	As a passionate educator that seeks to empower students, I see the opportunity to teach English in Colombia as an extension of what I think the world needs more of. I will serve an important role in the continued development of Colombia's young professionals, whom I believe, will play a vital role in the ongoing progress of Colombia. Through my social justice approach, my efforts will attempt to further develop students to meet their community's needs.
Host Country Engagement	I'd like to create a service club that engages neighboring communities and can discuss critical issues that are plaguing the area. I'd like for this club to be a space for dialogue, reflection, and action. I would also like to utilize my passion for sports to engage the youth in the community through social events with university students, in hopes for potential mentoring opportunities. I'd also like to create workshops to develop professional skills such as negotiations and public speaking.
Plans Upon Return To U.S.	Upon my return I intend to begin a doctoral program to earn my Ed D. I'd like to transition from high school education to working with college students, especially the first generation college student community.
Language 1	Spanish
Proficiency Level 1	Superior/Distinguished (native or near native)
Applying for Award	No

Grants, Fellowships, Other Funding: Previous Fulbright Grant?	
38. Have you previously received/held a Fulbright U.S. Student Grant?	No

EXPERIENCE ABROAD

Host Country Experience

Have you ever been to the host country?	No
Currently or planning to be in host country prior to grant term?	No

Other Experience Abroad

Have you ever been outside of the U.S. other than host country?	Yes
Purpose Abroad 1	Study
Country(ies) Visited 1	Germany
Date(s) Visited 1	01/2011-06/2011
Duration 1	24 weeks/6 months
Number of additional trips you've taken?	2
Purpose Abroad 2	Vacation
Country(ies) Visited 2	Spain
Date(s) Visited 2	04/2017-04/2017
Duration 2	2 weeks
Purpose Abroad 3	Work/Internship/Volunteer
Country(ies) Visited 3	Uruguay
Date(s) Visited 3	12/2011-01/2012
Duration 3	3 weeks

EDUCATION

Education History

How many Academic Degrees you've received?	2
Institution Name	Loyola Marymount University
Country	United States
Type of Degree	B.A.
Degree (check one)	Degree Awarded
Date received or expected	05-2012
Attended From	08-2008
Attended To	05-2012
Major or Subject of Study	History

Minor	Secondary Education
Institution Name	Loyola Marymount University
Country	United States
Type of Degree	M.A.
Degree (check one)	Degree Awarded
Date received or expected	05-2014
Attended From	06-2012
Attended To	05-2014
Major or Subject of Study	Reading Instruction- Education
How many additional institutions have you attended that you would like to list here?	1
Institution Name	University of California at Berkeley
Country	United States
Degree (check one)	Transfer Credit
Date received or expected	08-2011
Attended From	06-2011
Attended To	08-2011
Major or Subject of Study	Public Policy and International Affairs
Undergraduate GPA	█
1st Master's GPA	█

EXPERIENCE

Occupational Experience	
Name of Employer 1	█
Type of Work 1	█
Employment City 1	█
Employment State 1	California
Employment Country 1	United States
Employed From 1	█
Employed Until 1	█
How many previous positions you've held	█
Name of Employer 2	Loyola Marymount University

Type of Work 2	██████████
Employment City 2	Los Angeles
Employment State 2	California
Employment Country 2	United States
Employed From 2	██████████
Employed Until 2	██████████

Extracurricular Activities and Achievements

Extracurricular/Community Engagement Activity 1	Magis Service Organization, Service site coordinator, over 300 hours of community service
Extracurricular/Community Engagement Activity 2	Founder of the Latino Student Union at Loyola Marymount University, 2010
Extracurricular/Community Engagement Activity 3	Founder, Cura personalis, a big-brother mentoring program between HS and college students
Extracurricular/Community Engagement Activity 4	President, Latin Dance Club, 2009-2010
Extracurricular/Community Engagement Activity 5	Co-Founder of Roarintocollege.com
Academic Honor, Fellowship, Scholarship, Award 1	Harvard Latino Leadership Initiative, 2010, graduate of program
Academic Honor, Fellowship, Scholarship, Award 2	Public Policy and International Affairs, 2011, Fellow
Academic Honor, Fellowship, Scholarship, Award 3	Kappa Delta Pi, International Education Honor Society, 2013
Academic Honor, Fellowship, Scholarship, Award 4	Alpha Sigma Nu, Jesuit Honor Society, 2012
Publication, Exhibition, Performance, Presentation 1	Presenter at Loyola Marymount University, Vocare Retreat, 'Finding Your Passion', 2016
Publication, Exhibition, Performance, Presentation 2	Co-author, Transformation from Within: Grounded Practice of Teachers amidst Cultural Change

STATEMENT OF GRANT PURPOSE

Statement of Grant Purpose

Statement of Grant Purpose	██████████ Fulbright_STATEMENT OF GRANT PURPOSE_Final.pdf
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PERSONAL STATEMENT

Personal Statement

Personal Statement	██████████ Fulbright_PersonalStatement_Final.pdf
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LANGUAGE SELF-EVALUATION (1)

Language Self-Evaluation	
1. Language Being Evaluated	Spanish
2. Is the 'Language Being Evaluated' for the Critical Language Enhancement Award?	No
Assess your skill level in the language being evaluated.	Superior/Distinguished (native or near native)
Mother tongue	true
Spoken at home	true
Language Learning Time	I was raised in a Spanish speaking household. I also took 3 years of Spanish during high school. In addition, I use Spanish as a daily part of my job, as I work at a high school that serves a 65% Spanish speaking population.

TRANSCRIPTS

Upload Transcripts	
Bachelor's Degree Transcript	██████ Undergraduate_Transcript.pdf
Master's/JD Degree Transcript	██████ Graduate_Transcript.pdf
Transcript Type	Other

RECOMMENDERS

Recommendation Due Date	
Recommendation Due Date	09-11-2017

EVALUATORS

Evaluation Due Date	
Evaluation Due Date	09-11-2017

STATEMENT BY APPLICANT

The Statement by Applicant	
Applicant Signature	██████████
Date	09-12-2017

STATEMENT OF GRANT PURPOSE

██████████, Colombia, ETA

During the spring semester of my junior year I landed in Bonn, Germany to begin my experience abroad. After an exciting first day of class I marched over to the Bonn *Marktplatz*, as I decided to join the long line for the food truck that was famous for their bratwurst. While standing in line I realized that the cashier and patrons only spoke German. Before I knew it, the cashier said, “möchten Sie gern?” or “What would you like?” I stood there with a blank face and could not gather myself in time to spit out a single word, and after waiting in line for 25 minutes, I simply walked away in embarrassment. In that lunch line I learned one of my most valuable life lessons: *not knowing or having mastered a language does not equate to your intellectual capacity.*

Up until that point, I’d never personally experienced not being able to communicate. That humbling episode also made me appreciate my parents’ efforts to speak English, as I grew up embarrassed and frustrated by often having to translate for them. Walking away from that line has undoubtedly molded my teaching philosophy: when I teach, I assume that my students are knowledgeable and capable while also being conscious of the vulnerability and fear of learning a new language. Since my semester abroad, I’ve become an educator and have had the privilege to teach Writing, English, US History, and Ethnic Studies as well as having earned my master’s degree in Reading Instruction. Those experiences have taught me that mastering communication is as key to students’ empowerment and development as the content I teach, so my lessons and projects consistently teach and reinforce important skillsets such as debate and public speaking. Most importantly, my approach to teaching is that of empowerment. I believe that students’ life experiences have equipped them with the necessary tools to propel themselves to their next level. My lessons reaffirm their personal narratives while adding confidence and skills to their arsenal of tools.

Colombia has evolved since the days of civil war and drug cartel wars. Though the residue of these conflicts still remains, the future and role of Colombia in South America is more promising. The role that Colombians will play in the reintegration of compatriots who are on the periphery, due to their 52-year-long war, as well as the continued expansion of business with international markets, will be crucial to the continued progress for decades to come. This context of social integration and healing makes me particularly committed to teaching Colombians English. And though English is the language that will be taught, they will leave my classes with an expanded skillset and a stronger knowledge of self, strengthening their leadership qualities as they move on to create a stronger Colombia.

I am an educator who seeks to build a more socially just world through creating empowering relationships. As Dean at Verbum Dei HS, I have made it my goal to create an experience for students that incorporates many facets of their school community, guiding them towards their ultimate mission of going to college. My passion lies in continuing to be a bridge builder throughout the rest of my life. In the words of Mother Teresa, “Love has no meaning if it isn’t shared. Love has to be put into action.” I plan on leading an effort to connect the Colombian student body with neighboring schools and non-profits and to create programs that will bridge the gifts of the Colombian community through mentorship and leadership building. It will be my life’s work to empower young adults to be champions in their communities.

PERSONAL STATEMENT

██████████, Colombia, ETA

Midway through the second semester of my sophomore year in high school, I received a letter from the Compton courthouse stating that an investigation would be opened on my family due to the over 100 absences that I had accumulated that year. The lies and bad habits had come to a halt. I'll never forget the tears that came down my parent's eyes the day I came clean about how much trouble I was in. I was being dismissed from the Compton Unified School District, something hard to accomplish given the historic hardships and realities of the city. With every tear that fell from my parents' faces, the bucket of my frustration quickly filled up.

My parents couldn't help but remind me of their immigrant story, which included sleepless nights, arduous labor, constant discrimination, and financial hardships. Ashamed and full of regret I was desperate to right this wrong. Fortunately for me, three miles north stood another school that was filled with mentors and teachers who were ready to hold me accountable and pour into my heart and mind. Verbum Dei HS had a very simple formula: high expectations, loving encouragement, and consistent accountability. At Verbum Dei I discovered my talents and passions. The faculty at Verbum Dei helped me see and develop the skills and gifts that were always present within me. Fortunately for me, as I was learning about social justice I was also discovering my passion for education.

My newly discovered passion for education and social justice was further invigorated at Loyola Marymount University. LMU empowered me to start a big brother mentoring program named Cura Personalis. My LMU mentor nominated for a Harvard leadership program where I earned a certificate in public speaking and negotiations. And at LMU I realized and shared the talents I possessed with the community around me.

For the last five years, since graduating from LMU and earning a certificate from Harvard, I've been an educator and currently serve as the Dean of Students and Academics at my alma mater, Verbum Dei HS. My passion for my work stems from the educational disparities I experienced growing up in the inner city but also the success that unfolded at LMU. Through the hearts of educators I was introduced to my strengths and encouraged to develop ideas to meet my community's needs, an approach I will bring with me to Colombia.

As a first generation college student, I gained tremendously from the support of mentors and I could not tell my story without the strong supportive cast that stands behind me today. As an English Teaching Assistant I will create relationships that will help students flourish and capitalize on the gifts and skills they possess. The lessons and projects I implement will help students understand their vocations and polish skills that will make them more competent and confident leaders. Using my own experiences, I plan to establish a club organization that incorporates a service project with a neighboring school or a non-profit that is addressing a social justice issue my students feel called to. All of this will be rooted in the idea that through service to others and being a part of a larger community we can empower people to discover their potential.

I have every intention to continue to expand the opportunities for a quality education for those on the periphery. I intend to bring a social justice and leadership building approach to my work in Colombia so that together we can build bridges to brighter destinations.