

## GIRL Power Schools Program

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Girl Power  
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### STUDENT ELIGIBILITY FORM EDUCATIONALLY DISADVANTAGE INDICATOR

**GIRL POWER TARGET STUDENT POPULATION:** GIRL POWER serves educationally disadvantaged students and, to the extent possible by law, emphasizes participation by students from groups with low rates of eligibility for four-year colleges.

The checklist is an effort to specify and record identifying indicators associated with being educationally disadvantaged. It is provided to GIRL POWER advisors/staff as an informal mechanism for collecting information to identify students eligible to participate in GIRL POWER programs on the basis of disadvantagedness. While it is not an exhaustive list, it is illustrative and does include areas of special interest to GIRL POWER Directors. We suggest that advisors/staff complete the checklist for each GIRL POWER applicant and maintain it as part of the student's file. The checklist is meant to make it easier to explain in the future the selection of individual students for the current program year. Checkmarks are meant only to reflect one's direct knowledge of the student's background as it pertains to a particular item. No other documentation will be required, though program personnel can exercise their option to request it.

**Date:** \_\_\_\_\_

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

**SSN or Student ID #:** \_\_\_\_\_

**School Attending:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

Please Check (√) at least one indicator that applies.

#### ECONOMIC INDICATORS

- Income below 150% of federal poverty level (less than 20k for family of 4)
- Income below median for families with children (approx. 38k)
- Student know to come from a low-income household, but income level unspecified

#### PAST PARTICIPATION INDICATORS

- Student of family participates in Aid of Families with Dependent Children (AFDC)
- Student participates in free or reduced cost lunch program
- Student participates in Upward Bound or Talent Search (Federal TRIO)
- Student has participated in GIRL POWER program(s) in previous years

#### EDUCATION ENVIRONMENT INDICATORS

- Student attends school with documented accreditation problem (e.g. probationary status, unaccredited)
- Student attends school with average class size above 40 in math or science
- Student attends school with inadequate or no science labs
- Student attends school with average standardized test scores in fourth or fifth quintile

#### FAMILY/HOME ENVIRONMENT INDICATORS

- Home lacks education resources or environment (e.g., no encyclopedia, no quiet study space, no daily newspaper, no computer, etc)
- Student will be the first in family to receive Bachelor's Degree
- Student will be first in family to receive Bachelor's degree in math-based field
- Primary language spoken in the home is not English
- Student comes from single-parent or non-traditional home (e.g. lives with grandparent or other relatives, is a ward of the court, lives in a foster home)
- Parents lack familiarity with the educational system of the U.S.

#### PERFORMANCE INDICATORS

- Student's performance on standardized achievements test below school average

#### OTHER INDICATOR KNOWN TO YOU

- Please Specify: \_\_\_\_\_

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Name of Person preparing checklist (please print clearly)