



HARVARD UNIVERSITY  
YALE UNIVERSITY  
BROWN UNIVERSITY  
COLUMBIA UNIVERSITY  
PRINCETON UNIVERSITY  
UNIVERSITY OF PENNSYLVANIA  
COLBY COLLEGE  
WELLESLEY COLLEGE  
GEORGETOWN UNIVERSITY  
DUKE UNIVERSITY  
RHODE ISLAND SCHOOL OF DESIGN  
MIT



E N G A G E      E N V I S I O N      E M P O W E R

## Ivy League Project PROGRAM APPLICATION

CALIFORNIA

ARIZONA

TEXAS

COLORADO

ILLINOIS

FLORIDA

NEW MEXICO

# 1992-2016 Celebrating over 25 years of SUCCESS

The Ivy League Project is seeking outstanding high school students who desire to participate in next year's 25th Annual Ivy League East Coast Tour. Students selected will be visiting Harvard, Yale, Princeton, Brown, Columbia, MIT, Wellesley, Wesleyan, Georgetown, American and UPenn all during spring break of April 8-15, 2017. In addition, students will be able to tour the Statue of Liberty, historical Boston, and other historical sites in Washington D.C.



The Ivy League Project will require students to attend a minimum of five Saturday meetings scheduled throughout the school year. Students will learn about developing a vision, networking, and developing their leadership skills via team-building activities. Students selected are required to be in the 9th, 10th, 11th, 12th grade during the academic year of 2016-2017.

We are proud to announce that we currently have over 268 students who have been accepted or graduated from East Coast Schools during the past twenty-four years. As a participant, you will learn many effective steps for improving your application while applying to a college of your choice. In addition, you will be able to interact with Ivy League admission officers and alumni who have extensive admission selection experience.



Students must meet the following requirements in order to apply to our program. They are:

1. Student must be in 9th, 10th, 11th, or 12th grade in 2016-2017.
2. Student must be enrolled in College Prep, Honors, AP classes, or IB courses.
3. Student must have a 3.75 grade point average or higher.
4. Student must be willing to raise \$2,600 for the trip.

I look forward to receiving your application. If you have any questions, please email me at [maresvision@yahoo.com](mailto:maresvision@yahoo.com) or call me at 559.417.4151.

Respectfully,

Martin Mares, Chief Executive Officer & Founder  
Ivy League Project  
[www.ivyleagueproject.org](http://www.ivyleagueproject.org)  
[Maresvision@yahoo.com](mailto:Maresvision@yahoo.com)  
559.417.4151

# TENTATIVE SCHEDULE SUBJECT TO CHANGE

## DAY ONE

### SATURDAY

#### ARRIVE IN BOSTON

Harvard University

Fenway Park

## DAY TWO

### SUNDAY

Plymouth Rock

Colby College Tour

## DAY THREE

### MONDAY

Colby College Admissions Session

Harvard University Student Panel

MIT Admissions Tour

Dinner with MIT Students

## DAY FOUR

### TUESDAY

Wellesley College Admission Session & Tour

Brown University Admissions Session & Tour

University Dinner with Brown Students

## DAY FIVE

### WEDNESDAY

Wesleyan University Admission Session & Tour

Yale University Admissions & Tour

## DAY SIX

### THURSDAY

Statue of Liberty

Columbia University Admissions Session & Tour

Princeton University Evening Tour

## DAY SEVEN

### FRIDAY

University of Pennsylvania Admissions Session

Georgetown University Admissions Sessions

Historical Tour of Washington D.C.

## DAY EIGHT

### SATURDAY

Historical Washington D.C.

Depart Washington D.C.

# Ivy League Reflections

"The Ivy League Project is a one-in-a-million example of what someone can accomplish when they refuse to take "no" for an answer. What Martin Mares and his students have accomplished over the last decade and a half is nothing short of remarkable. Not content to fall in line with what others told them was their station in life, these young people are audacious enough to believe that they could reach for the stars and that they deserved the very best that the world of higher education had to offer. They work hard. They set their goals high. They never give up. There is a proven formula for success that millions of other young people around this country would be wise to adopt. Take a bow, folks. Here is to many more years of success."

Ruben Navarrette,  
National Syndicated Columnist

"The Ivy League Project provides the avenue for our students to make their dreams come true. It is an opportunity for those who work hard and get good grades to excel and be the best that they can become. This is excellent training for the future leaders of America as well as our community."

Mr. Fred Ruiz,  
Retired CEO  
Ruiz Foods Products

"The most influential aspect of the Ivy League Project was that I came to identify my educational strengths, weaknesses, and aspiration in a setting that encouraged personal growth. Though I always have been a strong student academically, I found myself quite lost and insecure during the college application process. For me, the Ivy League Project was a support system that I could count on when I was lost or confused. The project helped me flourish in ways that continue to positively influence my life today."

Cynthia Kanagui  
Princeton University, 2010

"This year the Ivy League Program sent us a number of applicants for admissions. The students whom the project sponsored were Mexican-American from communities that rarely have sent applications to Yale. It is not only a established mission of our admissions process to attempt to attract applicants who are traditionally under-represented in the Yale community, but it is also a joy to find such motivated and qualified applicants inspired by a program such as the one created by Martin Mares. This year three Ivy League Students were accepted to Yale. The program serves a tremendously valuable function for us: preparing students for the rigors of both our application process and our academic community. Without a program such as this one, I imagine fewer such students would have the opportunity to study at Yale. I hope the Ivy League Project continues to receive support from the communities it serves and from all who can take an active interest in seeing students from disadvantaged backgrounds given the opportunities they deserve."

Peter J. Smith  
Former Assistant Director of Admission  
Yale University

"As the first in my family to graduate from high school, I couldn't really depend on my parents to guide me. And being from a low-income community where only a small percentage of students go to college, I never felt like I had the support to make my dreams a reality. However, the Ivy League Project changed that for me. The Ivy League Project gave me the confidence, support, and strength I needed; and for the first time, I believed I could do anything I wanted. I am very grateful to Mr. Mares and his vision for changing my life and opening my eyes to a world I never imagined. In simple words, the Ivy League Project gave me a dream, a vision, and a path."

Rocio Bravo  
Brown University, 2010

"The Ivy League Project, in which I participated in 2006-2007, further refined my newly-acquainted values and brought them out for a better "Ignacio," so to speak. The rest after that is history—Mr. Mares, always willing to help, informed me of the PLME program at Brown, where I decided to apply with the hopes of pursuing a career in medicine. Because of the help that the Ivy League Project provided me with, because of exponential growth that has occurred in just the last couple of years as a result, I am where I am today. Hundreds of past and present participants, I'm sure, say the same."

Ignacio Santana  
PLME Program, Brown University, 2011

"Ivy League Project changed my life. As a former participant, I learned the importance of networking. I was fortunate to have a mentor who mentored me on the importance of a selective school education. My experience at Yale and Harvard has opened up doors for me that I never would have accessed if it weren't for the project."

Dr. Carlos Paz, Ph.D. / M.D.  
Yale University, 1998  
Harvard Medical School Grad, 2008

## REQUIREMENTS

- 1. Application Form. (Application due: May 31, 2016)
- 2. Two Teacher Evaluation Forms Completed
  - Student is responsible for providing self-addressed envelope(s).
- 3. Copy of most recent transcripts
- 4. Type no more than 750 words on each essay.
  - A. Have you ever been put in a position of leadership? How did you do? Write an essay telling about your experience.
  - B. You enroll in a university. Write a letter to your new roommate explaining who you are and what they can expect from you.
  - C. What does Networking mean to you? How would you use it if you were selected to the ILP?
  - D. Why do you want to participate in the Ivy League Project?
  - E. Optional: Write your own question and answer it. ( No more than 750 Words)
- 5. Resume
- 6. Photograph
- 7. Student applications will be paper screened. If selected to interview, you will be notified in writing by June 12, 2016.
- 8. Please send complete application to:

**Martin Mares**  
**Ivy League Project**  
**1020 Redwood St.**  
**Parlier, CA 93648**

If you have any questions, please email us at [maresvision@yahoo.com](mailto:maresvision@yahoo.com) or at 559.417.4151

## APPLICATION FORM

### Personal Information

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home phone (    ) \_\_\_\_\_ Current Grade \_\_\_\_\_ Grade Point Average \_\_\_\_\_ G.P.A. \_\_\_\_\_

High School \_\_\_\_\_ Location of School (City, State) \_\_\_\_\_

E-mail address: \_\_\_\_\_

### Family Information

Mother's Name \_\_\_\_\_ Home phone (    ) \_\_\_\_\_

Work Phone (    ) \_\_\_\_\_ Address \_\_\_\_\_

Email Address: \_\_\_\_\_

Father's Name \_\_\_\_\_ Home phone (    ) \_\_\_\_\_

Work Phone (    ) \_\_\_\_\_ Address \_\_\_\_\_

Email Address: \_\_\_\_\_

Parents' Marital Status      Single \_\_\_\_      Married \_\_\_\_      Divorced \_\_\_\_  
    Separated \_\_\_\_      Widowed \_\_\_\_

Please indicate highest level of formal education completed by mother (M) and father (F):

___ M ___ F No High School ___ M ___ F Some College ___ M ___ F 4-Year Degree	___ M ___ F High School Graduate ___ M ___ F 2-Year Degree ___ M ___ F Post-Graduate
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### How did you learn about the Ivy League Project?

Friend \_\_\_\_ Teacher \_\_\_\_ Counselor \_\_\_\_  
 Other \_\_\_\_\_

**EXTRACURRICULAR ACTIVITIES AND EMPLOYMENT:** This section will help us determine the use of your non-classroom time. List any other factors that bear on the use of that time including (but not limited to) employment, family obligations, rehearsals, and any special projects (i.e., research activities or creative endeavors).

**Extracurricular Activities – Please add additional pages as needed.**

Activity	Description (Note any leadership positions.)	Year(s) of Involvement				
		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>

**Volunteer Work and Community Service (unpaid) – Please add additional pages as needed.**

Activity	Description (Note any leadership positions.)	Year(s) of Involvement				
		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>

**Honors and Awards – Please add additional pages as needed.**

Honor/Award Name	Description (Include nature and level of competition)	HONOR OR AWARD TYPE		DATE RECEIVED Mo/Yr
		Academic	Other	

**Employment (paid) – Please add additional pages as needed.**

Organization/Position	Responsibilities	Hours per Week	Dates Involved	
			From	To

**Student’s Obligations – Please add additional pages as needed.**

Family Responsibilities: If you have extraordinary family obligations, please list them below.

Obligation	Description	Hours per week

**Certification**

**IMPORTANT: Your signature is required below. Without your signature, your application is not complete.**

I certify that I have considered each question carefully and that my statements are true and complete to the best of my knowledge. Furthermore, I understand that entry into the Ivy League Project may be denied or revoked if any information is found to be incomplete or inaccurate.

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SIGNATURE OF APPLICANT (IN INK)

DATE OF APPLICATION





**RATINGS:** Compared to other students in his or her entire secondary school class, how do you rate this student in terms of:

	<b>Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Top 5%</b>
<b>Creative &amp; Original</b>						
<b>Motivation</b>						
<b>Self-Confidence</b>						
<b>Independence &amp; Initiative</b>						
<b>Academic Achievement</b>						
<b>Work Habits</b>						
<b>Potential for Growth</b>						
<b>Personal Qualities</b>						
<b>Overall Recommendation</b>						

**BACKGROUND INFORMATION**

How long have you known this student and in what context? \_\_\_\_\_

What are the first words that come to your mind to describe this student?

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List the courses you have taught this student:

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Signature: \_\_\_\_\_

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