

Governor's Scholars Program Application & Selection Process

2017-2018



HELPFUL HINTS

Best Practices & Important Information

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Description of the Governor's Scholars Program

What It Is

The Governor's Scholars Program is a stimulating, five-week, residential summer program for outstanding Kentucky students completing their junior year in high school. Established in 1983, the popular program provides academic and personal growth in a challenging, non-traditional environment that balances a strong liberal arts program with a full co-curricular and residential life experience.

To be eligible to apply and be selected as a Governor's Scholar, a student must:

- Be in the 11th grade at the time of selection and intend to return to a Kentucky school district for the next school term (Students skipping their senior year to enter college are not eligible.);
- Be a current resident of Kentucky;
- Have taken the ACT, PSAT, or SAT in the 9th, 10th or 11th grades.

After completion of their own Governor's Scholars application, students must be selected and sent by their school districts or private schools to be considered for the statewide selection process. If selected, scholars attend the program free of charge, needing only "pocket" money for personal and incidental expenses.

The 2018 program will be held on the Morehead State University campus in Morehead, the Murray State University campus in Murray, and the Northern Kentucky University campus in Highland Heights. Governor's Scholars are drawn from across Kentucky and represent the diversity of the Commonwealth.

There are no grades or credits. The program is singularly free from competition, creating an environment that is conducive to building a community of friends and colleagues.

The program offers Scholars a chance to know and make friends with other enthusiastic, energetic students with high intellectual capacities. The give-and-take among Scholars from different backgrounds is one of the most treasured aspects of the program.

What It's Like

Governor's Scholars live in college dormitories with separate quarters for men and women. They learn a great deal about themselves and others as they live in the community and develop long-lasting friendships.

The program provides students, faculty, and staff a rare opportunity to share the joy and discovery of learning and to exchange ideas in a warm community atmosphere. A select group of supportive high school and college teachers works closely with the Scholars in classes, seminars, and co-curricular activities. Well-known speakers and performers as well as films, field trips, special events, and a wide range of recreational opportunities offer an array of stimulating activities that provide fun and enjoyment while Scholars learn. Student-initiated events are encouraged.

If you are accepted, you must be prepared to get involved and to become a participating, contributing member of the Scholars' community, academically and socially. Because there are such a variety of opportunities for personal and cultural growth in this program, you will have to make choices at times in order to do all that you want. The program offers you an opportunity to be responsible for your own learning.

Purposes

The Governor's Scholars Program seeks to help exceptional students:

- achieve their highest academic and personal potential;
- cultivate their leadership capabilities in all aspects of life, school, workplace and community;
- expand their horizons to seek and create opportunities in a global context;
- develop their critical thinking, adaptability, and creativity.

The program seeks to do this while heightening students' sensitivity to future possibilities for themselves, Kentucky, and society. It strives to stimulate, encourage, and reward excellence in Kentucky schools.

Academic Program

The program moves at a swift pace and advanced level as the Scholars concentrate on concepts, theory, practice, and discovery. *The academic program is designed for overall enrichment, not practice or advancement in special subjects. You are expected to attend daily classes and to participate fully in the academic and intellectual life of the community.*

Each student is assigned to one **Focus Area** from the three they selected at the time of application and participates in a **General Studies Class** as well as a **Governor's Scholars Seminar**.

What You Should Know

Since community building is essential to the students' experience in the program, there is an overriding philosophy of freedom coupled with responsibility that permeates all that students do.

The program's few regulations are governed by law, safety, and common concern for the total community. Some of those regulations are:

- (1) Student automobiles or other motorized vehicles are prohibited, as is riding in unauthorized vehicles, or leaving campus for unauthorized trips.
- (2) No drugs, including alcoholic beverages, will be allowed.
- (3) Firearms or other deadly weapons are not allowed.

All of these regulations will be firmly enforced. A student will be dropped from the program and sent home for violation of any of these regulations, and the student's school will be notified.

You should have a strong commitment to remain on campus the entire five weeks without interruption, except for illness or emergencies. Before applying, you and your parents or guardians should understand that Governor's Scholars are expected to stay for the **full** term of five weeks without interruption. The Governor's Scholars Program is built around a community of Scholars who need undivided time and continuity to reap its benefits: to grow intellectually, creatively, and personally; to gain self-confidence; and to broaden understanding. Enthusiastic graduates attest to the rewards of such involvement.

If you are selected to attend the program, you must sign a learning contract agreeing:

- (1) To stay for the entire five weeks of the program without interruption; and**
- (2) To attend classes daily and to participate fully in classes and in the life of the community, including weekends on campus.**

You should understand that if you fail to meet this commitment while you are in the program, you will be in violation of your contract with the Governor's Scholars Program. You may, therefore, **be dropped from the program and your school so notified.** Individual exceptions may be allowed for emergencies, illness, or overriding personal reasons or events.

Most students understand and respect these requirements. A few with major conflicts that would take time from the five-week session choose not to attend the program; they make a difficult choice. **It is unethical and unfair to these honest students for an applicant to accept designation as a Governor's Scholar knowing beforehand that during the session he or she will seek permission to be absent because of a scheduling conflict.** Students who know of scheduling conflicts in advance should contact the Governor's Scholars Program to discuss the conflict before accepting designation, or should not apply.

For further information, contact your guidance counselor, a teacher, your principal, the school superintendent, or the Governor's Scholars Program office at 502 573-1618.

Statement of Curriculum

The curriculum for the Governor's Scholars Program is composed of three levels. All students will be participants in courses or seminars at each level. In addition, the academic curriculum will be supplemented by a rich, diverse range of recreational opportunities, cultural and artistic events, outstanding field experiences, and distinguished convocation speakers and classroom guests. Sufficient free time is available for reading, socializing, and independent creative endeavors. Faculty members and resident advisors participate in co-curricular enrichment activities with students.

1. **Focus Area** – Courses that allow a student to pursue a topic in-depth as a member of a small group stressing the development of ideas in the chosen discipline, with the option of additional independent study.
2. **General Studies** – Classes that emphasize inquiry, service-learning, community leadership, and resolution development.
3. **Governor's Scholars Seminar** – Personal development seminars that stress concerns and problems faced by students, including such subjects as values clarification, career choice, and interpersonal relationships.

FOCUS AREAS

Students will indicate their top three choices from among a variety of interest areas (see list below for descriptions). GSP staff will assign students to one of the top three choices. Focus Areas meet weekly for a minimum of 12 hours per week. Emphasis will be placed on individual and/or group projects, the development of ideas within the particular discipline, identification of significant themes, and on the interrelatedness of the discipline to other content areas. Class size will vary from 18-22 students, with most around 19.

PLEASE NOTE: The focus areas are not designed to prepare you for any high school or college course or to score higher on the ACT or SAT. The GSP focus area courses are meant to provide broad, interdisciplinary, intellectual exposure and enrichment, rather than narrow, disciplinary training. Students are encouraged to try a focus area in which they have little prior experience.

Focus Area Content Descriptions Are As Follows:

AGRIBUSINESS/BIOTECHNOLOGY: This course explores the diverse components of agriculture and emphasizes the contemporary methods and technology – including biotechnology – that are applied to this traditional field of studies in its new age of development.

ARCHITECTURAL DESIGN: This course features orientation to the historical perspectives of design from an architectural point of view, focusing on such aspects as landscape, interior, and historic preservation.

ASTRONOMY: This course provides a hands-on introduction to theoretical and observational astronomy. It combines late night observing sessions with regular classroom experiences. The course emphasizes the techniques of science and how they apply to the discipline of astronomy.

BIOLOGICAL & ENVIRONMENTAL ISSUES: This course stresses contemporary issues in and interrelationships between the various biological sciences. Classes may focus on environmental issues that impact our lives and communities.

BUSINESS, ACCOUNTING, & ENTREPRENEURSHIP: This course explores a wide-range of economic forces and systems that have shaped and will impact societies, individuals, and bring about change. It will include exposure to real situations in the business world as well as introductory accounting techniques.

COMMUNICATION & SOCIAL THEORY: (Media, Sociology, Gender Studies, etc.) This course explores social and communication systems, considering them as forces that affect nations and individuals.

CREATIVE WRITING & LITERARY STUDIES: This course emphasizes the tactics and strategies in written texts – including those the Scholars write – and the human values those texts articulate.

CULTURAL ANTHROPOLOGY: This course is a study of various societies and ways of life, including sub-cultures within our own civilization. Students will differentiate universal aspects of human behavior from those that are socially determined. It may also include archaeological activities.

DRAMATIC EXPRESSION: This course explores creative expression through both practice and theoretical study of the dramatic arts. Students may be exposed to the various aspects of this art form including movement, literature, history, performance, and technical elements.

ENGINEERING: This course is an orientation to the historical and ethical perspective of engineering. It demonstrates the application of mathematics and science to the solution of “real-world” problems, and helps scholars understand the role of the engineer in today’s world.

FILM STUDIES: This course explores the history and development of film, emphasizing techniques used to produce a movie, as well as perspectives from which to read and interpret film.

FORENSIC SCIENCE: This course focuses on the role of forensics as a tool for scientists and law enforcement agencies in criminal justice processes and investigations.

HEALTHCARE INDUSTRY: This course will focus on the various fields of study dealing with health issues from a broad range of perspectives, e.g. medicine, insurance, disabilities, physical therapy, etc.

HISTORICAL ANALYSIS: This course stresses concepts and movements – cultural, social, and intellectual – rather than historical “facts.”

INTERNATIONAL RELATIONS: This course focuses on the importance of seeing the world from a global perspective with emphasis on the relationships among nations and cultures.

JOURNALISM & MASS MEDIA: This course will explore the many different means through which news and information are spread around the world. Students will acquire hands-on experience broadcasting through various media as they consider the practical and ethical implications of modern journalism.

MODES OF MATHEMATICAL THINKING: This course explores some of the more exciting, less traditional aspects of mathematics, rather than focusing on the acquisition of new or specific skills. It emphasizes interrelationships of mathematical ideas and creative problem solving and applications.

MUSIC THEORY & PERFORMANCE: This course explores various aspects of creative expression through both practice and theoretical study of music. Students may be exposed to various components of the art form including history, performance, and theory.

PHILOSOPHY: This course emphasizes the history of ideas, the process of logic, and the influence of ethics and aesthetics on the individual and society.

PHYSICAL SCIENCE (Chemistry, Geology, Physics): This course emphasizes the interrelatedness of such traditional areas as physics and chemistry to one another and to wider intellectual and social concerns.

POLITICAL & LEGAL ISSUES: This course studies various political and legal systems and forces that impact societies and individuals to bring about change.

PSYCHOLOGY & BEHAVIORAL STUDIES: This course emphasizes the importance of psychological processes in driving behavior and shaping individuals as well as their societies.

SPANISH LANGUAGE & CULTURE: This course offers intensive exposure to Spanish as a foreign language and to the Hispanic culture. Students should have studied the language for at least one school year.

VISUAL ARTS: This course explores various aspects of creative expression through both practice and theoretical study of the visual arts. Students are exposed to various media that may include, but are not limited to, painting, ceramics, glass, plaster, mosaics, photography, and drawing.

GENERAL STUDIES

Each scholar will be assigned to a General Studies group, which will meet about 6 – 8 hours a week to explore the topic(s) presented by the instructor. GSP makes an effort to assign students whose focus area is in the sciences or mathematics to a general studies group led by an instructor in the humanities or social sciences and vice versa. The emphasis will be on helping students develop their problem solving skills, and strengthening their creative thinking abilities, which leads to seeking solutions collectively that are both innovative and practical. Students will be encouraged and guided to develop leadership skills through the general studies classes, as well.

As a natural outgrowth of a program that nurtures self-confidence and personal responsibility, an interest in community service emerges. Scholars will receive guidance at GSP in planning for their future school or community service involvement. In most cases, civic engagement through community projects is part of the General Studies class. This component will help students further develop their leadership potential.

GOVERNOR'S SCHOLARS SEMINAR

Each student will participate in a discussion group concerned with issues and problems of interest to the group and the lives of students in contemporary society. Each group will meet twice weekly for a total of three hours. Topics such as interpersonal communication, family and peer relationships, college choice, and the responsibilities of academically talented students to society will be among issues to be considered for discussion.

**Governor's Scholars Program
2018 Student Selection
Important Dates**

- September 8, 2017** Last day for the Governor's Scholars Program to mail Student Application & Selection Packets to Superintendents, Principals, and Guidance Counselors.
- January 10, 2018** Last day for school districts with only one school, private schools, and homeschool students to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
- January 24, 2018** Last day for school districts with more than one school in the district (requiring a district selection committee) to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
- April 11, 2018** Latest date for Governor's Scholars Program to mail notifications to students of their status: Accepted, Alternate, or Not Accepted.
- May 1, 2018** Last day for students to accept or decline their appointments. Those accepting must have signed contracts submitted to the Governor's Scholars Program by this date.
- May 1, 2018** Last day for Scholars to request a specific session because they have major scheduling conflicts. Requests for session assignments will not be honored if submitted after this date.
- Sessions are staggered to allow Scholars to participate in other major events before or after they attend the program. Leaves of absence are only granted for family emergencies. Students will be expected to stay the full five weeks.
- May 18, 2018** Latest date for Governor's Scholars Program to mail notification to Scholars of campus and focus area assignments.
- June 17, 2018** First Session Opening Day
June 23, 2018 Second Session Opening Day
June 24, 2018 Third Session Opening Day
July 21, 2018 First Session Closing Day
July 27, 2018 Second Session Closing Day
July 28, 2018 Third Session Closing Day

Remember that Scholars cannot be absent during the program for any reason except emergency, illness, or similar overriding personal reason.

**2018 GOVERNOR'S SCHOLARS PROGRAM
SELECTION RATING FORM**

A. _____ (30 Points) Academic Achievement

1. _____ (0-15 points) Grade Point Average
(unweighted on a 4.0 scale)
2. _____ (0-10 points) ACT, PSAT, or SAT scores.
(Counselors should submit the applicant's best score.)
3. _____ (0-5 points) Difficulty of Course Load

B. _____ (30 Points) Student Profile

1. _____ (0-10 points) Extracurricular Activities
Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership, and demonstrates depth of commitment, leadership, and versatility.
2. _____ (0-10 points) Service (Voluntary or Paid)
Accepts responsibility for completion of tasks; reflects ability to handle demanding workload; and demonstrates leadership through paid or voluntary positions and commitment to the broader community.
3. _____ (0-10 points) Honors/Awards
Demonstrates accomplishments, high achievements, personal uniqueness, recognition, and competitiveness, both as an individual and within a group throughout the following levels: international, national, state, regional, district, community, and high school.

C. _____ (20 Points) Writing Entry

D. _____ (10 Points) Teacher Recommendation

E. _____ (10 Points) Community Recommendation

F. _____ Total Score

Governor’s Scholars Selection Process

Student Application & Selection Packets are sent to every public, private, and parochial school/district in the state. The number of candidates each school/district may submit is based on their junior class enrollment.

All applications are read blindly and are given a unique “journal number” to ensure fairness. The applications are reviewed and scored by a Statewide Selection Committee consisting of college admission personnel, college and high school teachers, and education leaders from different areas of the state. Applications are separated into seven sections and then totaled for a final score.

Academic Achievement – consists of ACT, PSAT, or SAT test score, grade point average, and difficulty of course load.

The Academic Achievement Section is awarded points based on the attached charts (see page 10).

Student Profile

The three sections of the Student Profile are ranked by three selection committee teams. It may be necessary to list duplicate information in these sections to garner maximum points. For example, if a student is Captain of the Basketball Team, that information should be listed as an Extracurricular Activity for participation and also as an Honor/Award for being named the Captain.

- **Student Profile – Extracurricular Activities**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Service – Voluntary or Paid**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Honors and Awards**
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Writing Entry – 500 Words

Selection committee members rank the submitted writing entries in seven categories (see page 29).

Teacher Recommendation – must be from teacher that taught the student in a core academic subject in the 9th, 10th, or 11th grade. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Community Recommendation - must be completed by any member of the community that is not a member of the applicant's immediate family or a member of any GSP Selection Committee. The recommender should provide a perspective of the applicant as a community member rather than as a student. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.



Academic Achievement

Test Score

Students may submit the ACT, PSAT, or SAT. Test scores may be submitted from the 9th, 10th, or 11th grade. Please see the attached chart to determine which test score will garner the greatest number of points.

Grade Point Average

Guidance Counselors must submit the student's grade point average based on an unweighted 4.0 scale. Averages should include grades through the fall semester of 2017. Because weighted GPA's are not considered, points are awarded for advanced or honors courses under Difficulty of Course Load.

Difficulty of Course Load

Guidance Counselors award students 1 – 5 points based on the level of classes taken through the fall semester of 2017. The number of advanced or honors classes taken, the number of foreign language classes completed, and electives chosen are considered.

ACADEMIC ACHIEVEMENT

2018 Governor’s Scholars Program Guidelines for Rating Student Academic Achievement Test Scores and GPA

<u>ACT SCORES</u> Composites	
Points	Score
10	34-36
9	32-33
8	30-31
7	28-29
6	27
5	26
4	25
3	24
2	23
1	22

<u>PSAT SCORES</u> Selection Index	
Points	Score
10	205-228
9	202-204
8	198-201
7	188-197
6	181-187
5	176-180
4	171-175
3	165-170
2	159-164
1	156-158

<u>GPA CHART</u> Unweighted 4.0 Scale	
Points	GPA
15	4.0
14	3.95-3.99
13	3.90-3.94
12	3.85-3.89
11	3.80-3.84
10	3.75-3.79
9	3.70-3.74
8	3.65-3.69
7	3.60-3.64
6	3.50-3.59
5	3.40-3.49
4	3.30-3.39
3	3.20-3.29
2	3.10-3.19
1	3.00-3.09

<u>OLD SAT SCORES</u> (Before 2016) Critical Reading, Mathematics and Writing		<u>NEW SAT SCORES</u> (Beginning 2016) Evidence-Based Reading, Mathematics and Writing	
Points	Score	Points	Score
10	2260-2400	10	1540-1600
9	2130-2250	9	1480-1530
8	1980-2120	8	1400-1470
7	1860-1970	7	1320-1390
6	1820-1850	6	1300-1310
5	1760-1810	5	1260-1290
4	1700-1750	4	1220-1250
3	1650-1690	3	1190-1210
2	1590-1640	2	1150-1180
1	1530-1580	1	1110-1140



Academic Achievement

2018 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Difficulty of Course Load

<p>This student has taken only the required curriculum in lower level classes and has not selected any academic subjects as electives.</p>	<p>1</p>
<p>This student has taken at least one honors or advanced class or at least one class in the higher level if honors or advanced classes are not available and has not selected academic subjects as electives.</p>	<p>2</p>
<p>This student has taken at least two honors or advanced courses in the higher level if honors or advanced classes are not available. Student must have taken some academic courses as electives.</p>	<p>3</p>
<p>This student must have taken three or more honors or advanced courses or three or more courses in the higher level if honors and advanced classes are not available. Student must have chosen academic courses as electives and taken 1 year of a foreign language.*</p>	<p>4</p>
<p>This student has taken honors or advanced courses in most/all subjects offered or highest level of courses offered in those schools without honors or advanced courses. Student must have chosen academic courses as electives and taken 2 years of a foreign language.*</p>	<p>5</p>

***Note regarding foreign language requirement:** In schools where students are unable to take 2 years of foreign language by their junior year, one year will suffice. Additionally, if foreign language is postponed in lieu of AP or equivalent academic courses, students should not be penalized.



Student Profile

The Selection Committee looks for well-rounded individuals with a variety of interests and experiences. The most important thing is to be inclusive and specific with the information that tells your story to the selection committee. The committee can only review what is on paper. Consider carefully what can go in each section and be detailed and thorough in your descriptions. **Please remember that the three sections of the Student Profile are ranked by three different selection committee teams and some information may need to be listed in multiple sections.** Be sure that the Student Profile fully describes you.

Students are required to type this information.

(30 Points) Student Profile

(0-10 points) Extracurricular Activities

The student participates in a variety of unrelated organizations, provides evidence of involvement beyond membership, and demonstrates depth of commitment, leadership, and versatility.

(0-10 points) Service (Voluntary or Paid)

The student accepts responsibility for completion of assignments, reflects ability to handle demanding workload, demonstrates leadership through paid or voluntary positions, and shows a commitment to the broader community.

(0-10 points) Honors/Awards

The student demonstrates accomplishments, high achievements, personal uniqueness, recognition, and competitiveness, both as an individual and within a group at the following levels: international, national, state, regional, district, community, and high school.



Extracurricular Activities

Extracurricular Activities

List the activities in which you have been involved and provide a description of your contribution to that activity. Activities can reflect participation in school, church, community, and civic functions or a personal talent during the 9th, 10th & 11th grades. Activities from the summer prior to entering the 9th grade can and should be included. Your description should include: the responsibilities you assumed, the importance of your role, how much time you committed to the activity and how often you participated. Do not abbreviate activity names.

Please review samples from the student activities section that were ranked highly by the Selection Committee on the following pages.

This section should be an overall representation of who you are and what you do. Everything that you have devoted your time and energy to in high school should be included in this section and described in detail.

Potential activities to include in this section are:

- Reader's Club
- Church Hand Bell Choir
- High School Soccer Team
- Special Olympics Coach
- Church Youth Fellowship
- Mock Trial Team
- Student Council
- Yearbook Staff
- Marching Band
- Academic Team
- National Honor Society
- Newspaper Editor
- Future Problem Solvers
- Class Officer
- Community Athletic Teams
- Honor Societies
- Big Brother –Big Sister or other mentoring programs
- Peer Tutoring
- Fellowship of Christian Athletes
- Future Business Leaders of America
- Academic Contest
- Job(s)

Guidelines for Scoring:

Extracurricular Activities

10 points maximum

Extracurricular activities may include academic, service, cultural, athletic, religious, as well as paid and unpaid work. Participation may be as an individual or as part of a group.

(9-10 points):

- Wide range of varied extracurricular activities – inside and outside of school
- Serious consistent effort and commitment
- Shows initiative and specific involvement/participations/results
- Demonstrated consistent leadership responsibility in activities

(7-8 points):

- Moderate range of varied extracurricular activities – inside and outside of school
- Generally consistent effort and commitment
- Some initiative and indication of specific involvement/participations/results
- Some leadership responsibility in activities

(5-6 points):

- Limited range of variety of extracurricular activities – inside and outside of school
- Inconsistent effort and commitment
- Little initiative and indication of specific involvement/participations/results
- Minimum leadership responsibility in activities

(1-4 points):

- Narrow range and little variety of extracurricular activities – inside and outside of school
- Little consistency in effort and commitment
- No initiative and minimal indication of specific involvement/participations/results
- No leadership responsibility in activities

STUDENT PROFILE

1. **Extracurricular Activities** – List the activities in which you have been involved and provide a description of your contribution of that activity. Activities can reflect participation in school, church, community, and civic functions or a personal talent/hobby during the 9th, 10th & 11th grades. Your description should include: what responsibilities you assumed, what was the importance of your role, how much time you commit to the activity and how often you participate. Do not abbreviate activity names. (Additional page may be attached if needed.)

A. Activity: Coed Cheerleading Team	Grades: 10, 11
<p>Contribution: The transition from my former school of 500 to my new and current school of 2000 was drastic, especially for my involvement in cheerleading. At my high school, we have two cheerleading teams, one competitive and one noncompetitive. I have had the great fortune of participating in the competitive cheerleading team for 2 years. Before the consolidation, one of our former district schools had a reputation for having an extremely strong program - they even won the National High School Cheerleading Championship (NHSCC) and the Kentucky High School Athletic Association championship 5 times. After the consolidation, the same level of excellence was expected from our new team. This team of 30 is very diverse, and the male/female interactions require a great deal of respect and maturity. Our team has two main responsibilities: cheering at basketball and football games, and competing in various competitions across the United States. Our team practices or has events around four times about 20 hours weekly, so we are left with less time than our all-girl team. In our season, we attend around 6 competitions and showcases, and the culmination of our abilities is showcased in our final competition, the NHSCC, which we won first place in my 10th grade year for the medium co-ed division. Being a highly competitive team takes full effort from all team members and dedication in our practice times. In 10th Grade, we were able to practice with the 20-time national championship University of Kentucky cheer team, where they assisted us before a competition. Our team also takes on the role of organizing and leading pep rallies, performing in front of the school, and engaging the student section. In addition, we have held a mini-clinic for young prospect cheerleaders as a community event. I have achieved the Academic All-State team honor at the end of basketball and football season each year. Personally, my role is to do my assigned job in our routine for the people around me, and I've learned to understand that I must succeed so that my teammates can as well. Through the program, I have made many strong friendships and learned the value of hard work, dedication, and perseverance.</p>	
B. Activity: Future Problem Solving Team Member	Grades: 9, 10, 11
<p>Contribution: Since 7th grade, I have been a member of the Future Problem Solving Program at the school, state, and international level. Future Problem Solving is both a team and individual competition program where you are responsible for researching a topic and writing a book of challenges and solutions that arise from your assigned topic. Through weekly practices and homework assignments, I have learned how to collaborate with others and strengthen my writing. Each year we have qualified for the international competition held in Bloomington, Indiana and Ames, Iowa. My Freshman year of high school, I was placed on a team of all senior members. This proved to be difficult, as I quickly had to improve my skill level to be able to work at the level of my team. At the end of the year, we placed 3rd in the state competition and traveled to the international competition. The following year, I was the oldest member of the team as a 10th grader, and I was named team captain. We won our first two</p>	

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competitions and qualified for internationals again, where we placed sixth and twelfth in our events out of over 30 participating nations. This experience of leading a team to victory is one that is unforgettable. Being responsible for others and pushing them to be the best they can is always a challenge, especially when you have members that are new to the program. As previously mentioned, I began to attend the consolidated school my 10th grade year of high school, which changed our program. Although we maintain the same coach, we invited new members into a close-knit group and trained them in the daunting FPS process. Considering that half of our team could be called “rookies,” it was wonderful to be so successful. Future Problem Solving is a passion of mine, and I would never be able to carry with me so much knowledge of worldly issues, nor be able to think outside of the box or spontaneously so easily without it.

C. Activity: Academic Team	Grades: 9, 10, 11
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Contribution: Being inherently inquisitive, I have always found great interest in trivia and general knowledge. In the fifth grade, this interest manifested itself into studying for academic team. Ever since, I have had an intense fervor for learning new things that I am NOT always exposed to in the classroom. Even though I've been accelerated in school mainly for science and math, my academic team focus areas have been writing composition, language arts, & Arts and Humanities throughout high school. This variance has contributed to making me a better-rounded and informed student. I participated in the Governor's Cup competition each year, and have qualified for state in my two written assessment areas language arts & Arts and Humanities each year. As a result of this placement, I have gained recognition as focus area captain, and I look over study materials and assist team members where needed before competitions. I've consistently placed better than all members of my team at competitions, and most of the points for our academic team at each Governor's Cup. Being an individual competitor for Governor's Cup is a huge source of enjoyment for me - I find myself studying each night, mindlessly reading analyses of TS Eliot and the Bronte sisters. Practices occur once weekly for 2 hours, and I spend about 5 hours on my own each week during the offseason working on my events. Closer to competition time, I spend about 15 hours a week studying for our competitions. During the summer, I read voraciously to expound my knowledge base. Overall, I have really grown as a student and learned how to research from my time on the Academic Team. I have also learned to set an example for teammates to follow, and strive to improve to win for my team.

D. Activity: Future Business Leaders of America	Grades: 9, 10, 11
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Contribution: Future Business Leaders of America has aided in making my high school experience so far a great one. The school I attended as a freshman had the fifth largest chapter in the State of Kentucky - and we only had about 500 students in our school. I'm very thankful for this emphasis on FBLA because I've been able to serve the community, learn about business, and have fun competing the past three years. In 9th grade our huge chapter met on club days, which were monthly. In addition to these meetings, we hold events such as our Christmas party with underprivileged preschoolers that involved members in the community. At our high school, our chapter has continued to conduct monthly meetings, and I serve as parliamentarian of our chapter. We have held various community events such as our movie night for the March of Dimes and our trip to a local business owner's conference. Our chapter holds officer meetings every other week, and we are responsible for chapter reports and recruitment at the beginning of each school year. Personally, I managed meetings, create multimedia presentations, engage in the presentation at each meeting, and handle the competitive event sign up for our chapter. These responsibilities require about 5 hours of work a week total, with more closer to our larger events.

With all of the FBLA events that occurred during the year, some of my favorites are the conferences that hold competitive events. Our chapter attends the fall leadership conference, the regional leadership conference, the State Leadership Conference, and the National Leadership Conference. Each year I've attended all of these conferences and each time I've been one of the only individuals to qualify for the National Leadership Conference from my chapter. I've traveled to Anaheim, California, and Nashville, Tennessee, to participate in these national conferences. The state conferences have been held each year at the Galt House in Louisville, Kentucky. These experiences have allowed me to listen to very interesting keynote speakers, network with other young students, and talk to students campaigning for state office. In the 9th grade, I won first place in the introduction to business communications event at regional competition, and placed 2nd in the event at state nationally, I was, again, 2nd from our state. In 10th grade, I competed in the same event and won both the regional and state competition. At the National Conference, I placed 5th overall of about 150 students. These events allowed me to learn so much about appropriate business conversations, presentations, and encounters that I will carry with me into the public arena in my future career. The competitions, leadership position, and community events have allowed me to create meaningful friendships and a lasting knowledge of how to survive in the business world. This year in FBLA, our chapter has faced hardships, as our advisor took a different position in our school and we were given a new advisor. However, the officers have learned to make it work, and overcoming our adversity like this has taught us the importance of being organized and independent.

E. Activity: Peer Tutoring	Grades: 10,11
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Contribution: As an advanced student in all subjects, people often come to me for help on school work, which I am eager to supply. Teaching is something I have always enjoyed, whether it is in a sport such as soccer, a game such as chess, or a subject such as math. I tutor a wide range of kids spanning from 2nd through 6th graders in my tutoring sessions, to helping friends of mine that are in the 10th and 11th grades. Most often the topics I assist in are math, reading, and science. Most recently I was approached by one of the teachers at my school about tutoring her freshman son in all subjects. Twice a week, it is my responsibility to make sure he has done all his homework, check and plan out his agenda, and help him on homework or topics he does not understand. Through tutoring I am able to improve my own skills by practice and repetition. By doing Algebra II work, I get a refresher on the material, which is beneficial not only in higher levels of math such as my current class, AP Calculus, where previous skills and topics are combined, but on tests such as the ACT, where the highest math tested is Pre-Calculus. The time spent planning and/or tutoring comes to about 8 to 10 hours a week. Devoting this time not only helps the students, but it is enjoyable and productive for me. I am held accountable by my students, making our relationship highly reciprocal in nature.

F. Activity: Church Member	Grades: 9, 10, 11
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Contribution: Ever since I was a baby, I have attended church or Sunday school nearly every week of my life. However, as I became a teenager, my devotion began to reach outside the confines of the weekly sermon. I became more involved in church activities and started to become an active part of my church community. At the beginning of high school, I threw myself into my faith and my church. I joined the youth group for my church, was baptized, and began to develop a true connection with God and an understanding of what it means to be a Christian. Through my church, I have participated in several food, school supply, and clothes drives for the less fortunate, assisted at retirement facilities and senior citizens private homes, and volunteered in various other places around the community doing things such

as landscaping for local schools. I have become a leader on Sunday's in our Sunday school program and help to organize many of the activities for our youth group on Wednesday nights. I attend weekly sermons every Sunday, weekly youth group meeting every Wednesday, and organized church events every other Saturday. I have learned countless things about character, humanity, and how to be an overall kind, compassionate, helping person. Without my church and my relationship with Christ, I would not be who I am today.

G. Activity: University of Kentucky Rising Scholars Program	Grades: 10
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Contribution: Shortly before the conclusion of my sophomore year, I was notified of my selection to the University of Kentucky rising Scholars Program. In this program, many schools in the state of Kentucky send one representative that has the highest cumulative GPA and is most economically well rounded in the 10th grade class. I was chosen to represent my high school for my 4.0 GPA. This ended up being quite an achievement; as there are over 2000 students who attend my school. In the summer of my 10th grade year, an event was held to celebrate the scholars. It began with the tour of the University of Kentucky's campus. Next was a luncheon, followed by keynote speakers and a UK college fair. The event was banquet style so I was able to converse with other top academic students from around the state while eating, and also while speaking with ambassadors of my major of intent at the fair. The event concluded with a formal ceremony that introduced all scholars, and we were given prizes. Overall, I found the event to be very beneficial, as I love talking with bright minds from Kentucky and exploring a prominent college campus in my state. I am honored that I was able to attend, and I hope to be able to continue networking with the students into the future.

H. Activity: Governor's Cup Competition	Grades: 9, 10, 11
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Contribution: Every year I have been in high school, I have participated in all three levels (district, regional, and state) of the Governor's Cup academic competition. Each year, I have competed in the Arts and humanities, Language Arts, and Future Problem Solving events. To be able to participate, I first had to qualify for my school based on mock competitions. After I was selected to compete, I went to weekly practices and studied on my own throughout the year. This totals to about 5 hours a week of preparation time all year, not just during season. I lead my team in scoring at all competitions, and served as captain of the Future Problem Solving team and head of the curriculum areas that I competed in. Overall, Governor's Cup has opened numerous doors for me, allowing me to compete with students from all over the world through FPS, expand my knowledge of important facets of our worlds' culture and history, and have fun with talented and intelligent students from across the state.

I. Activity: Swim Instructor	Grades: 9, 10, 11
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Contribution: Since the age of 6, I swim every summer with our local community parks and rec swim team. At the age of 14 I was old enough to begin helping the younger swimmers in the mornings before my practice as a swim instructor. Each morning I would arrive at the pool by 8 a.m. to help get everything ready. Lane lines needed to be put in, equipment needed to be brought out, and the gates needed to be opened. I always made it a point to greet every one each morning and make them feel welcomed and excited. Most days I was in charge of the 6-8 year olds. I would practice stroke technique with them and make sure they were comfortable in the water. It was exciting seeing them so eager to learn – it reminded me of when I was their age and learning to swim. One day I hope the skills I have learned by doing this can help me in my goal of being a swim team head coach.

J. Activity: Chess Club	Grades: 9, 10, 11
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Contribution: An avid chess player from a young age, I began playing when I was about 8 years old and

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have continued ever since. However, when I joined chess club, I experienced a sharp increase in my ability and appreciation for the game. I have been a member of the chess club since 7th grade, attending hour and a half meetings once a week during the second semester of school. Chess club is a fun, easygoing way for me to enjoy chess and have fun with my friends. Although relaxed, there is a strong sense of competition among the club. As the newly elected President of chess club, I now organize the school-wide competitions we hold twice a year. This sense of competition has caused my skills to improve drastically over the past few years and I have become one of the top players in our school. Since becoming president, my organizational skills have also improved. Having to put together a school-wide event with so many details has certainly made me, an already detail oriented person, that much more organized. Overall, chess club has taught me how to make swift decisions and manage a time constraint, given me practice with teaching a skill to others, and provided me with several new friendships, all in an enjoyable yet competitive setting.

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Service

Service (Voluntary or Paid)

List your volunteer or paid service from the 9th, 10th & 11th grades. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate your total time committed and the frequency for each service you list.

Please review sample from the service section that were ranked highly by the Selection Committee on the following pages.

This section is where you can show the committee your commitment to service as well as your leadership skills. Remember to explain, in detail, your role with each service opportunity you list. If you initiated, organized or were in charge of something, say so. Also, do not forget to let the committee know what you learned/gained from each of these experiences.

Potential activities to include in this section are:

- Adopt - A - Highway
- Habitat for Humanity
- Volunteer at Soup Kitchen
- Fundraising for Cancer Society
- Mowing Yards
- Page for Kentucky House of Representative
- Special Olympic Volunteer
- Internships
- Baby-sitting
- Food Drives
- Coaching
- Walk-A-Thon
- Salvation Army
- Toys for Tots
- Singing Christmas Carols
- Mission Trips
- Summer Jobs
- Part-time Jobs
- Helping a Neighbor
- Religious Volunteerism
- Clothing Drives
- Park Clean-Up

Guidelines for Scoring:

Service

10 points maximum

Service includes voluntary, unpaid, and paid efforts in school, civic, church, community, or business settings. Service can be done individually or as part of a group. Descriptions should detail the students individual responsibilities and what they learned/gained by doing each.

(9-10 points):

- Wide range and variety of voluntary and paid service
- Serious consistent effort and commitment toward service
- Shows initiative and specific participation and results in service
- Evidence of personal growth and values

(7-8 points):

- Moderate range and variety of voluntary and paid service
- Generally consistent effort and commitment toward service
- Some initiative and specific participation and results in service
- Sense of personal growth and enrichment

(5-6 points):

- Limited range and variety of voluntary and paid service
- Some consistent effort and commitment toward service
- Little initiative and specific participation and results in service
- Little sense of personal benefits of service

(1-4 points):

- Small range and variety of voluntary and paid service
- Token/minimal effort and commitment toward service
- No initiative and elaboration of specific participation and results in service
- No sense of benefits of service

2. Service (voluntary or paid) – List your volunteer or paid service from the 9th, 10th, and 11th grades. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate time involved (hours), frequency (once a week, one time only, etc.) and how long you have been providing the service. (Additional pages may be attached if needed.)

Service	Total Time Committed	Frequency of Service
<p>Volunteer – Elementary School Future Problem Solving (FPS) Coach During my Freshman year, I created a Future Problem Solving Team at my Elementary School. As an FPSer myself, I saw a problem at our local school and decided to solve it. I coordinated the creation with two other teachers who served as the official sponsors and jobholders of the program. After creation, we held tryouts and started practice with our team. We practiced every week from August to March to prepare for the Governor’s Cup and Junior Division Future Problem Solving competitions. In addition to practices, we also held mock competitions to get the students into the groove of the FPS practice. As a result of their hard work, their team won district and have continued to do so every year. The three teams that I have coached have followed this trend with frequent practice and competition. To prepare the students, I had to plan out lessons for each practice, copy papers, review student work, and teach new material. As the only qualified FPS informant, I served as the only person who really contributed to the team, despite the presence of the different sponsors I have had in the last 3 years. While they serve as a crowd control and help to appease the parents, I am left in charge of all things relating to FPS. As a result of this service, I have grown very close to my students and I have seen them blossom as writers in front of my eyes. Being a coach has made me a better competitor in my own competitions, and I am better able to explain the process each year. These teams have taught me responsibility, patience, and understanding. When dealing with younger students, I have learned the power of praise. The establishment of this program at my Elementary School is one of the achievements I am most proud of.</p>	<p>375 Hours</p>	<p>Once a week for 8 months for the past 3 years</p>
<p>Paid Service – Personal Tutoring Each week, I tutor a student in Geometry for 1-2 hours. I coordinate scheduling times at the beginning of each week, and work with him to strengthen his knowledge base for better success in the classroom. This one-on-one interaction has raised his grade dramatically. To help him, I have to make sure I am well-versed</p>	<p>56 hours</p>	<p>Once a week for 8 months</p>

<p>in the concepts in Geometry, and I help to make sure he is on a study schedule. This experience has helped me to learn patience, how to convey and teach ideas, and to brush up on basic math skills myself through these weekly meetings.</p>		
<p>Volunteer –High School Quick Recall Team Although I am on the High School Academic Team, I am not on the quick recall team: I am one of the only students that do not overlap. Because I already compete in a maximum of three Governor’s Cup events, I cannot participate in this team. However, any chance I get I spend with the Quick Recall team in their practices and matches. The team has practices on Tuesdays and Thursdays, and generally I am able to make it to a few every month. At these practices, I moderate and operate the buzzers so that they can focus on developing their skills. At these matches, I officiate and help run any errands that our coach needs done. As I am not on the quick recall team, but still generally on the team, I have become the go-to girl when anything needs to be done at academic team practice. Through helping this team, I have developed my own academic team skills. I have also found joy in seeing the success of my fellow students. I am motivated to do my best in the presence of such intelligent people, and I am able to see the fruits of hard work.</p>	<p>225 hours</p>	<p>3 times a month for 10 months for 3 years</p>
<p>Volunteer – Groceries for Good Groceries for Good is an annual food drive held to help community charities before the Thanksgiving holiday. During the food drive, trucks of groceries are hauled in from various stores around the community. The volunteers haul in the food and sort the items based on their type (sugar, flour, corn, etc.) Then, the items are placed in bags with their category and taken to piles for charities with that item type on their list. Finally, the charities come in at different times to pick up their donation piles, and the volunteers help to place the bags in the trucks of the charities. While volunteering, I helped with all of these tasks in the food drive. Groceries for Good is very rewarding; while it is very busy and laborious, it is important to me to be able to help so many charities simultaneously.</p>	<p>10 hours</p>	<p>Once a year for 2 years</p>
<p>Volunteer - Red Cross Blood Drive At my high school, the student council sets up the blood drives for the Red Cross twice a year. During my Freshman year, I worked both of these blood drives. For these blood drives, I helped with recruiting students, assigning them appointments or retrieving them from class, and offering them refreshments during and after their appointments. For a while, I operated the snack table and made sure that those students on the verge of passing out were going to be healthy. These events helped me learn to give and take orders to keep the event moving in a timely and orderly fashion.</p>	<p>6 hours</p>	<p>Twice yearly for 1 year</p>

<p>Paid Service – Babysitting In the 9th grade, I babysat a small infant each week while her parents worked. In the summers of my 9th and 10th grade year, I kept a 3rd grader for 8 hours every Wednesday of the summer. During this time, I planned fun events for him, such as taking him to the park, to a local waterpark, and to his favorite pizza place. Through these experiences, I learned a lot about the needs of children of different ages, and I learned strategies to reward good behavior and reprimand bad behavior in a gentle way. Babysitting can definitely be a test of patience, and there is also a large need to be honest, kind, and careful with the children. Communicating with parents also became important as I worked around my own activities and the schedules of my employers.</p>	<p>250 hours</p>	<p>One day a week for 3 months for 3 years</p>
<p>Volunteer – Animal Shelter As long as I can remember I have loved animals. For this reason, I volunteer at our local animal shelter. I clean and disinfect the animals’ areas, organize the donations that come in, and (most fun of all) spend time taking the animals to play outside. The animals were just as thrilled to have the attention as I was to give it to them. Jobs like this just go to show it doesn’t take a lot of time to give back and bring a little smile (or tail wag) to someone’s day!</p>	<p>96 hours</p>	<p>Bi-Weekly for 6 months</p>
<p>Volunteer – Haunted House-Shop with a Cop Around the time of Halloween, for the week before and weekend of, I volunteer to work at a haunted house that the local police station puts on. As an actress, I worked with the police in the haunted house to scare people with screams, props, and scary makeup. The money raised from the haunted house went towards Shop with a Cop, which uses the money raised to go towards gifts for children for the holidays. Not only did I make a closer relationship with the people working the haunted house with me but I got to feel the satisfaction of giving back to those less fortunate than myself.</p>	<p>105 Hours</p>	<p>Daily for 1 week for 3 years</p>
<p>Paid – Job at Law Office After school and in the summer, I work as a receptionist for a top law firm. The law firm is made up of 20 employees and 8 attorneys. I work from 4 p.m. to 6 p.m. on weekdays. I have developed good communications skills with the public and clients, including phone etiquette. I answer the phone, take messages, and run errands for the attorneys. It is important that the messages be correct and delivered promptly. I assist the office manager, make copies, and organize files. I know how important it is to keep any of the information in the office confidential. Working this job has taught me that it is not as glamorous as it appears on television. In fact, it can be long, grueling hours with deadlines, details, and emotionally-charged clients. I have developed an understanding of the reality of my future career choice.</p>	<p>Approximately 1500 hours</p>	<p>Weekly for 3 years</p>



Honors/Awards

Honors/Awards

List awards received for school activities or from outside organizations. Describe each honor/award and explain the importance of it. This section should reflect honors/awards received during the 9th, 10th & 11th grades. Do not abbreviate the name of the organization granting the award. Awards received multiple times should be listed together.

Please review samples from the honors and awards section that were ranked highly by the Selection Committee on the following pages.

Remember to consider both parts of this section. Oftentimes students only consider listing tangible awards, like trophies and certificates. However, honors should also be listed in this section. Consider these three words to help you brainstorm: *selected*, *elected*, *chosen for*. Also, be sure and explain each honor/award. Do not assume your reader has the same understanding of something as you do. Distinguishing importance (being 1 out of 10 vs. being 1 out of 1,000) is also key.

Potential activities to include in this section are:

- Governor's Cup Competition
- Athletic Team Awards (Group and Individual)
- Page to Senator or Representative
- High-Ranking Portfolio
- Published Literature
- Foreign Language Competitions
- All-State Piano
- All-State Choir
- Captain of Athletic Teams
- Outstanding Achievement in Specific Subject
- Quick Recall Team
- Honor Roll
- Office in Student Council
- Class Officer
- Club or Organization Officer
- Placing in Future Leaders of America or Other Club Competitions
- Science Fair
- Leadership or Service Awards
- Scouting Awards
- Art Awards
- Delegate to a National Convention

Guidelines for Scoring:

Honors/Awards **10 points maximum**

Honors/Awards can be school related or outside of school. They may be given for individual achievement or related to the achievement of a group in which the individual participated. Consistency of effort and recognition, as well as selectivity and competitiveness of honor/award may be considered.

(9-10 points):

- Recognition is given for a wide range and variety of achievement
- Achievement is achieved at numerous levels including local, district/regional, state, and national
- Specific description of achievement/ability recognized

(7-8 points):

- Recognition is given for a moderate range and variety of achievement
- Achievement is achieved at several levels including local, district/regional, state
- General description of achievement/ability recognized

(5-6 points):

- Recognition is given for a limited range and variety of achievement
- Achievement is achieved at local, district/regional levels
- Limited description of achievement/ability recognized

(1-4 points):

- Recognition for small range and variety of achievement
- Achievement is limited to recognition at the local level
- No description of achievement/ability recognized

STUDENT PROFILE (continued)

3. **Honors/Awards** – List awards received for school activities or from outside organizations. Describe each honor/award and explain the importance of it. This section should reflect honors/awards received during the 9th, 10th & 11th grades. Do not abbreviate the name of the organization granting the award. Awards received multiple times should be listed together. (Additional pages may be attached if needed.)

Code: I-International, N-National, S-State, R-Regional, D-District, C-Community, or HS- High School.

Code	Honor/Award	Grade	Individual or Group Honor
I	<p>Future Problem Solving Program International Competition – Finalist</p> <p>Out of thousands of Future Problem Solving Teams around the world, my high school team made it to the International Competition and advanced to the second round of evaluation. We were named 12th place out of over 60 teams. This award validated us as one of the best teams in the world and demonstrated our hard work and determination as well as our individual and team organization and critical thinking skills.</p>	10th	Group
N	<p>National High School Cheerleading Championship – 1st place</p> <p>My high school team won first place in the Medium Coed Division of this competition over qualifying teams from around the nation. There were over 60 competing teams, which makes our first place finish that much more impressive! We had to undergo extremely rigorous practice, training, and team building to advance to the National Championship, making this award a capstone to my cheerleading career.</p>	10th	Group
C	<p>Vacation Bible School Group Leader</p> <p>I was selected by my children’s minister to be the 4th and 5th grade group leader at my church’s vacation bible school. I have very fond memories from my days of vacation bible school, so I love helping other kids to make the same memories. Being selected for this honor helps me show leadership to younger kids by teaching Christian values and building community within our group.</p>	10th	Individual
D	<p>Outstanding Attitude Award</p> <p>This is awarded to two students out of all choral groups in my county (a total of around 100 students) for having a positive attitude and demonstrating leadership and exceptional effort during class, rehearsals, and performances. In chorus, I always sang as a soprano and I contributed a strong voice to my section as it was the smallest section in the choir. I feel like singing gives me a chance to be free and forget about anything that is bothering me.</p>	9th	Individual
HS	<p>Junior Executive Board</p> <p>About fifteen students are selected from the junior class by the class officers and class sponsors to be a member of the junior class executive board. Students are chosen based on having exceptional grades, demonstrating leadership, and being positive role models for the student body.</p>	11th	Individual

S	<p>1st Place in State Dance Competition</p> <p>Every year my high school dance team participates in the Universal Dance Association Summer Camp home routine competition for high school dance teams in Kentucky. As a team, we have worked hard and practiced several days a week, leading us to win first place in the jazz category for the past two years in a row. Not only did we have to work relentlessly to have the best routine, we made history by being the first team to win this competition from our school.</p>	11th	Group
HS	<p>Pre-Engineering Program</p> <p>The pre-engineering program is offered to students interested in math and science and wanting to pursue a career in engineering, medicine, or anything else math and science related. I rushed to apply, as I am striving for a career as a pediatrician. I was admitted to this program my freshman year due to my test scores and grades throughout my previous school years. In this selective program, I love that I am surrounded by students that share common interests with me and wonderful teachers that care deeply about my education. I am thrilled with the hands-on learning experience that the program provides and the fascinating curriculum.</p>	11th	Individual
N	<p>National Society of High School Scholars</p> <p>I was selected to become a member of the National Society of High School Scholars. This organization recognizes top scholars who have demonstrated leadership, scholarship, and community commitment. I was given a certificate for this honor. This honor is important to me so that I can better prepare for college, get connected with like-minded peers focused on academics and growth, and even receive scholarships. Only one-quarter of my class qualified and was invited to join this prestigious group.</p>	9th, 10th	Individual
S	<p>Kentucky Educational Excellence Scholarship Money</p> <p>I received \$500.00 worth of scholarship money through the Kentucky Educational Excellence Scholarship Program for receiving a 4.0 GPA my Freshman year. I have to maintain grades in all my classes, being sure to complete every assignment beyond expectations, study for tests, and speak with my teachers regularly when I do not understand a concept.</p>	9th, 10th, 11th	Individual
C	<p>Employee of the Month</p> <p>I was recently named Employee of the Month by my boss out of 30 people at our work. Being one of the youngest employees and only working part-time, this was a great honor. Working at my job has truly taught me dedication and commitment. I have to work seamlessly with my fellow employees to present the best appearance and relationship with our customers.</p>	11th	Individual
HS	<p>Captain – High School Basketball Team</p> <p>My freshman year, I was selected by both my coach and teammates to serve as one of two captains for our JV Basketball team. It was an honor to be one of only two captains selected out of the players on team to lead everyone during every practice and every game.</p>	9th	Individual



Writing Entry

The Selection Committee members rank writing entries using the attached rubric as a guideline. **It is required that the writing entry be typed, double-spaced and a maximum of 500 words.** It is recommended that someone proofread your writing entry.

1. Because the readers review such a large volume of writing entries, it is important that you catch their attention with a fresh or interesting way of looking at the norm. Show originality in ideas and let the reader see your individuality.
2. **Read all directions carefully.** You will lose points for failing to follow the directions. Be sure to double-space your writing entry.
3. You may type and attach your writing entry as a separate document if the application will not allow you to format your entry correctly.
4. **Write a first draft and then let it sit for a few days to a week.** At that time, read it again and begin the editing process. No one does his or her best work with the first attempt. These are worth 20 points of your total score and you do not want to waste points by rushing through the writing process.
5. **Review your writing entry.** Many students fail to adequately or appropriately answer the question(s) posed in the prompt they chose. Did you address each section?
6. Listed below are some common problems and areas in which the readers have noted that many applicants need improvement:
 - Your first sentence should capture the attention of your reader and make them want to read more.
 - Be careful when using the thesaurus option on your computer. Not all words listed will work for you, and some may sound unnatural.
 - Spell check and grammar check will not catch all errors. Proofread your writing entry.
 - Maintain a consistent and appropriate tone in your writing for the writing prompt you select.
 - Your writing entry should give your reader some indication of who you are as a person.

Governor's Scholars Program Writing Entry Scoring Guidelines

<u>Formatting...</u>	2.0 possible points
<ul style="list-style-type: none">• Writing Entry is double-spaced	
<u>Purpose/Audience</u>	0.0 – 3.0 possible points
<ul style="list-style-type: none">• <u>Limited awareness</u> of audience and/or purpose• <u>Some evidence</u> of communicating with an audience for a specific purpose; some lapses in focus• Focused on a purpose; communicates with an audience; evidence of <u>appropriate voice</u> and/or suitable tone• Establishes a purpose; maintains <u>clear focus and strong awareness</u> of audience; appropriate tone• Establishes a purpose; maintains clear focus throughout; evidence of <u>distinctive voice</u> appropriate to audience	
<u>Idea Development/Support...</u>	0.0 – 3.0 possible points
<ul style="list-style-type: none">• <u>Minimal</u> idea development; limited and/or unrelated details• <u>Unelaborated</u> idea development; minimal and/or repetitious details• <u>Depth</u> of idea development supported by relevant details• Depth and <u>complexity</u> of ideas supported by <u>rich, engaging, pertinent</u> details• Depth and complexity of ideas supported by rich, engaging, pertinent details; <u>evidence of analysis, reflection, insight</u>	
<u>Organization...</u>	0.0 – 3.0 possible points
<ul style="list-style-type: none">• <u>Random</u> and/or weak organization• <u>Lapses</u> in organization and/or coherence• <u>Logical, coherent</u> organization• <u>Well-crafted, skillful</u> organization	
<u>Sentences...</u>	0.0 – 3.0 possible points
<ul style="list-style-type: none">• <u>Incorrect</u> and/or ineffective sentence structure• <u>Simplistic</u> and/or <u>awkward</u> sentence structure• <u>Controlled</u> sentence structure• <u>Varied</u> sentence structure• <u>Advanced</u> sentence variety, structure, and length that enhances writing	
<u>Language...</u>	0.0 – 3.0 possible points
<ul style="list-style-type: none">• <u>Incorrect</u> or <u>ineffective</u> language• <u>Imprecise</u> and/or <u>simplistic</u> language• <u>Acceptable, effective</u> language• <u>Precise</u> and/or <u>rich</u> language	
<u>Correctness...</u>	0.0 – 3.0 possible points
<ul style="list-style-type: none">• <u>Frequent errors</u> in spelling, punctuation, and capitalization• <u>Some errors</u> in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis• <u>Very few errors</u> in spelling, punctuation, and/or capitalization relative to length and complexity• <u>Skillful control</u> of spelling, punctuation, and capitalization	

2018 Writing Entry Prompts

In 500 words or fewer, please respond to one of the prompts below. The primary goal of the writing entry is to allow the committee to learn more about you as a person—what matters to you, what makes you interesting, and/or what makes you stand out. Whichever topic you choose, be sure that your writing entry gives the reader a chance to learn more about you. The diction and tone of your response should be appropriate for the topic you select. Your entry must be typed and double-spaced. Failure to follow directions will result in a loss of points. You may type and attach your writing entry as a separate document.

Please clearly designate on your writing entry page which prompt you have selected to answer. Place the prompt number, without the prompt question, at the top of your writing entry page.

Review our “Helpful Hints: Best Practices & Important Information” document to find scoring guidelines and a rubric for this section.

Writing Entry Prompt Number 1:

Describe an experience where you learned something, whether it was a skill, an idea, a life lesson, or something else.

Writing Entry Prompt Number 2:

Explain why a particular Protagonist, Hero—male or female—of a novel, film, poem, or other work of art, has been especially important to you. Be sure to emphasize what the character reveals about you. Hint: Do not spend most of your essay summarizing the novel, film, poem, or work of art; what’s most important to us is what the work reveals about you.

Writing Entry Prompt Number 3:

What question changed how you understand the world? Explain how a particular question—and its answer, answers, or lack of answer—made a difference in your thinking.

Writing Entry Prompt Number 4:

What is one issue that you care deeply about in your community that, if explored with others, you could make a difference to the future of that issue?

Writing Entry Prompt Number 5:

Aside from all of your awards, activities, and accomplishments, what makes you interesting? Tell us about a part of yourself that would surprise us and that reaches beyond your résumé.

Writing Entry Prompt Number 6:

As a teenager, you have been invited to become a mentor to a younger generation of bright kids. Design a three-week General Studies class that emphasizes creative thinking, problem solving and/or civic engagement to help the younger generation grow intellectually and begin shaping their personal goals/dreams.



Teacher Recommendation

One teacher recommendation form is required. Let your selected teacher know that this recommendation is important to you and what participation in this program would mean personally. Please let your teacher know that a sample recommendation and the form are available on our website at gsp.ky.gov under the “Applicants: Applications & Forms” tab.

Some tips for this section:

1. The recommendation **must** be completed on our GSP Teacher Recommendation Form. Letters of recommendation will **not** be accepted.
2. Give the teacher **AMPLE** time to complete the recommendation.
3. For consistency across the board and to get the perspective of the student in the academic setting, select a teacher in a core academic subjects from 9th, 10th or 11th grades; e.g., math, science, English, social studies, or foreign languages.
4. You may want to ask **two** academic teachers to complete the forms. Your guidance counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your best recommendation.)
5. Ask a teacher who knows you well and who is impressed with you both academically and personally.
6. Try to select a teacher who gives you detailed, written feedback on tests, papers, homework, reports, etc. These teachers are more likely to make an extra effort in completing your recommendation and are able to give specific examples to support their comments.

**Governor's Scholars Program
2018 Teacher Recommendation Form**

MUST BE TYPED

(Once completed, please return to student or school)

Teacher's Name: _____

Student's Name: _____

Subject: _____

9th

10th

11th

AP

Honors

Regular

Please check the number that represents your experience with this student as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.

Participation in class discussions/on-task behavior in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest in class topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to synthesize and grasp underlying principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to take academic risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Academic integrity and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Contributing member of the school community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant academic strength and weakness of this student?

2. What is most unique about this student as he/she relates to other students? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this student's participation in the Governor's Scholars Program, please note them here.

3. Based on your experience with the student, what would you expect the single greatest contribution of this student to be at GSP?

4. If information that you feel important is not included elsewhere in your recommendation, please feel free to include it here.

Guidelines for Scoring:

Teacher Recommendation

10 points maximum

Scores for this section will be a comprehensive evaluation of the numerical rankings the comments, as well as the consistency between the two of these.

(9-10 points):

5's (8-12)

4's (0-4)

1's, 2's, 3's (0)

- Numerical scores are consistent with written recommendation
- Direct knowledge of working with student, citing specific examples of student effort, qualifications, values, and/or regards for others in a school/classroom setting.
- Minimum amount of “vitae material”
- Well written, no/few distractors, and no repetition in answers
- Obvious recommender knows student
- Addresses questions regarding applicant directly

(7-8 points):

5's (6+)

4's (4-5)

1's, 2's, 3's (1-2)

- Numerical scores essentially consistent with written recommendation
- Knowledge of working with student without specific examples of student effort, qualifications, values, and/or regards for others in a school/classroom setting.
- “Vitae material” liberally used in answers
- Generally well written, minimum distractors, and minimum repetition in answers
- Recommender is fairly well acquainted with student
- Addresses questions regarding applicant directly

(5-6 points):

5's (3-5)

4's (5-7)

1's, 2's, 3's (3-4)

- Numerical scores are generally consistent with written recommendation
- Little indication of direct working with student
- Repetition in answers
- Heavily dependent on “vitae material”
- Questions regarding applicant only partially addressed

(1-4 points):

5's (0-2)

4's (3-4)

1's, 2's, 3's (5-6)

- Numerical scores are inconsistent with written recommendation
- No indication of working with or interacting with student
- Almost exclusively “vitae material”
- Poorly written – distractors common and/or answers are repetitive
- Questions regarding applicant minimally or not addressed

**Governor's Scholars Program
2018 Teacher Recommendation Form**

MUST BE TYPED

(Once completed, please return to student or school)

Teacher's Name: Cody Cook Student's Name: Tony DelGrosso

Subject: Spanish 9th 10th 11th
 AP Honors Regular

Please check the number that represents your experience with this student as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score. Indicate an "in-between" by adding a "+" or "-" after it.

Participation in class discussions/on task behavior in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Inquisitiveness, interest about class topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Ability to synthesize and grasp underlying principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Willingness to take academic risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Cooperation, Social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Academic integrity and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Consideration and attitude toward other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Contributing member of the school community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant academic strength and weakness of this student?

Over the past two and a half years I have been fortunate enough to spend quite a bit of time with Tony DelGrosso. During that time I have learned that Tony is an outstanding young man who has an exceptionally bright future ahead of him. Additionally, Tony is incredibly intelligent and one of the most hard-working and driven students I have had the privilege of teaching. His ability to grasp new concepts and ask in-depth questions will always be beneficial to his academic learning. However, Tony's passion is his most relevant strength because it fuels him in everything he does. Tony has an immense amount of energy and any time you speak with him, his fervor for learning is evident and his exuberant personality shows his love and desire to further his knowledge and experience in life. Tony's love for learning and aspiration to be the best he can be in his academics and to the people around him is unparalleled among any high school students I have taught. Tony desires to learn more about other people's background, culture, and language to find a connection and be able to relate with others. He is almost fluent in Spanish and has also recently learned Korean, and his quick intellect allows him to comprehend any new topic, content, or language with ease. He has excelled in AP Spanish, as he did the previous two years I taught him and is always ahead of his other classmates.

Last school year Tony approached me about the idea of creating an elementary education program to help younger students learn Spanish before arriving to middle school. Tony was very enthusiastic with the idea and with his creative genius and passion for bilingual education among children, he was able to receive approval for and introduce the program in 4 elementary schools in our district.

Due to the million things he does daily and his outstanding involvement in so many clubs and organizations, dealing with the stress of such a busy schedule would be Tony's biggest weakness. In addition to what is mentioned above, Tony is also the President for Spanish Club and Y Club, Treasurer for the Student Council and Spanish Honors Society, member of the Academic Team, is currently junior class President, and is a member of the soccer, swimming, and track and field teams. As you can imagine, this places an exceptional demand on his time and efforts, and at times it can all be overwhelming to manage. Tony, however, has managed to deal with the stress by finding comfort in volunteering at a local homeless shelter. The conversations he has with the patrons there help him to keep things in perspective and he often leaves there with a heightened sense of optimism and determination to not let his stress get in the way of achieving his goals and dreams.

2. What is most unique about this student as he/she relates to other students? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may affect this student's participation in the Governor's Scholars Program, please note them here.

Tony has amazing communication skills and a very comfortable manner of speaking with anyone no matter what their age. His ability to speak to any person of any age, race, or profession is astounding to me because he never appears to be nervous or shy with anybody. This trait will serve him well in life and already has, as he participated in the National Security Language Initiative for youth the summer of 2015 in South Korea. Tony won a scholarship to travel abroad to a university in South Korea, where he attended intensive four-hour language classes daily for six weeks and lived with a Korean family to fully immerse himself in the program. The reason for Tony's interest in the Korean language and culture is an admirable one. His aunt adopted his younger cousin from South Korea 6 years ago and Tony wanted a way to teach her about her native language and culture. He is always looking for a connection to others and a way to make his network of the world smaller, yet live life bigger and fuller. While living in Korea, he found his cousin's foster parents who cared for her the first year of her life and met with them to get to know her background. He soon established a relationship with them and shared family pictures and brought back gifts from the foster parents for his family.

Tony's volunteer service did not falter during his time in Korea, as he volunteered at a soup kitchen and taught English to impoverished youth around the ages of 6-7. His love for people and culture is nothing more than extraordinary and a joy to witness. Tony's talents to communicate, learn, and love others' differences will assist him in quickly making new friends and being a support for the other participants at GSP.

Tony's family has struggled for much of his life. It was not uncommon for him growing up to hear that his dad was being laid off from work or for his family to be forced to depend on an unemployment check. Because of this, Tony realized long ago that if he wanted to go to college he would need to get a scholarship. That type of expense was simply not something his family was capable of covering. Each and every financial and personal setback has only stoked the burning fire inside him to achieve that goal. To say that most students don't display this type of maturity would be an extreme understatement. I have no doubt Tony will be extremely successful in the future because he knows what he wants, what it takes to get there, and will work tirelessly to make it happen.

3. Based on your experience with the student, what would you expect the single greatest contribution of this student to be at GSP?

Tony's unquenchable thirst for knowledge so that he may better himself and the world around him is astounding. Because of this, I feel that he would attack each and every aspect of the GSP experience with an enthusiasm unknown to mankind. One example of this occurred when I showed my students a motivational video that really resonated with Tony. The message was to "take advantage of the opportunity of a lifetime in the lifetime of the opportunit." The Governor's Scholars Program IS Tony's opportunity of a lifetime, and based

upon what I've described to you about him above, one would have to believe that he will take full advantage. I believe that his intrinsic motivation to learn and his own life experience can raise the level of discourse that occurs among students with the GSP. Those experiences and viewpoints are likely to be markedly different than other students and therefore can only serve to enhance the diversity and collective thought of those participating in the program.

Many students apply to attend programs like GSP without ever knowing why they want to attend. Tony DelGrosso knows exactly why he wants to attend GSP. He wants to attend because he knows it is the opportunity of a lifetime for him. He wants to attend so that he can learn more than what his home county has to offer him so that one day he may accomplish his dream of becoming a neurologist. Tony is going to be successful because, as he sees it, he has no other choice. So when you ask me what his single greatest contribution to GSP will be I would say this: Tony will benefit from this experience in ways that are unfathomable to you and I. He will soak up every iota of this experience and use the knowledge he acquires there to make the world a better place. His single greatest contribution to GSP will be that some day in the future when he is, hopefully, coming up with the cure for brain cancer we can all point to him and say "now that is what GSP is all about".

4. If information that you feel important is not included elsewhere in your recommendation, please feel free to include here.

In this portion of the recommendation, I would like to acknowledge Tony's humble spirit. In today's society the media has created the image of an "awesome" life to be full of wealth, expensive clothes, nice cars, and an amount of likes on Instagram to match your bank account. While this is what the main stream media, and the belief that the typical young adult will fall into, Tony is the complete opposite. To him, an amazing life is filled with things that give off amazing vibes. To him, every person is viewed through the same window and whether they are rich, poor, Asian, or white will make no difference in his relationship with them.

From what I understand about GSP, it is all about making a diverse group of people one giant community of leaders and taking that community and making it into a family. With the love and open mind Tony has, he would without a doubt be a perfect match for GSP as he seems to build a close bond with everyone he comes into contact with. I am positive this program would change his life, but to be honest he would also change the life of this program. I say this because over the years, I have taught many unique and intelligent students, but very few, if any, have had the qualities Tony possesses to actually meet their full potential and help others reach theirs. With the opportunities that GSP gives students, Tony could fulfill all of his dreams and become valuable contributor to our society.



Community Recommendation

One Community Recommendation Form is required. The goal of this recommendation is to get the perspective of how the student performs in a community setting beyond the high school. Therefore, the recommender may **not** be a member of the applicant's immediate family or a member of the school, district, or state GSP selection committees. The recommender should be able to provide a perspective of the applicant as a community member rather than as a student.

When selecting a recommender, keep in mind the recommender should know you well enough to answer the questions in detail and provide a strong recommendation. Please let your recommender know that a sample recommendation and the form are available on our website at gsp.ky.gov under the "Applicants: Applications & Forms" tab.

Some tips for this section:

1. The recommendation **must** be completed on our GSP Community Recommendation Form. Letters of recommendation will **not** be accepted.
2. Give your recommender **AMPLE** time to complete the recommendation.
3. Ask a community member who knows you well and who is impressed with you personally and/or professionally. Ideally, your recommender should be someone who has interacted with you extensively and can provide a detailed perspective on you as a member of your community rather than a student.
4. You may want to ask **two** individuals to complete a community recommendation for you. Your guidance counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your best recommendation.)
5. Some examples of potential community recommenders are: boy/girl scout leader, employer, league coach, neighbor, youth director, minister, mentor, etc.

**Governor's Scholars Program
2018 Community Recommendation Form
(for Character Reference)**

MUST BE TYPED

(Once completed, please return to student or school)

Recommender's Name _____ Applicant's Name _____

Recommender's Position & Organization _____

Recommender's Phone: _____ Email: _____
(Confidential and only used if needed)

How long have you known this applicant? _____

In what capacity have you interacted with this applicant? _____

Please check the number that represents your experience with this applicant as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.

Willingness and ability to contribute to the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Character, integrity, and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration for and attitude toward others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to pursue visionary ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest in a variety of topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant strength and weakness of this applicant?
2. What is most unique about this applicant? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this applicant's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the applicant, what would you expect the single greatest contribution of this individual to be at the Governor's Scholars Program?
4. If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here.

Guidelines for Scoring:

Community Recommendation

10 points maximum

Scores for this section will be a comprehensive evaluation of the numerical rankings the comments, as well as the consistency between the two of these.

(9-10 points):

5's (7-10)

4's (3-4)

1's, 2's, 3's (0)

- Numerical scores are consistent with written recommendation
- Direct knowledge of working with applicant, citing specific examples of applicant community involvement, effort, values, and/or regards for others outside of a school/classroom setting.
- Minimum amount of “vitae material”
- Well written, no/few distractors, and no repetition in answers
- Obvious recommender knows applicant
- Addresses questions regarding applicant directly

(7-8 points):

5's (5+)

4's (5-9)

1's, 2's, 3's (1-2)

- Numerical scores essentially consistent with written recommendation
- Knowledge of working with applicant but without specific examples of applicant community involvement, effort, values, and/or regards for others outside of a school/classroom setting.
- “Vitae material” liberally used in answers
- Generally well written, minimum distractors, and minimum repetition in answers
- Recommender is fairly well acquainted with applicant
- Addresses questions regarding applicant directly

(5-6 points):

5's (3-4)

4's (3-5)

1's, 2's, 3's (2-3)

- Numerical scores are generally consistent with written recommendation
- Little indication of direct working with applicant or examples that are given are from a school/classroom setting
- Repetition in answers
- Heavily dependent on “vitae material”
- Questions regarding applicant only partially addressed

(1-4 points):

5's (1-2)

4's (2-4)

1's, 2's, 3's (3-5)

- Numerical scores are inconsistent with written recommendation
- No indication of working with or interacting with applicant
- Almost exclusively “vitae material”
- Poorly written – distractors common and/or answers are repetitive
- Questions regarding applicant minimally or not addressed

**Governor's Scholars Program
2018 Community Recommendation Form
(for Character Reference)**

MUST BE TYPED

Recommender's Name **Jenny Garcia** Applicant's Name **Danielle Moore**
 Recommender's Position & Organization **Nurse at Children's Hospital**
 Recommender's Phone: **502-555-5555** Email: **jenny@abc.com**
 (Confidential and only used if needed)
 How long have you known this applicant? **Approximately 8 years**

In what capacity have you interacted with this applicant? **I have known Danielle very well and interacted with her extensively over the years including, but not limited to, community service projects, mission trips, church activities and service, recreational, and within the community.**

Please check the number that represents your experience with this applicant as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score. Indicate an "in-between" by adding a "+" or "-" after it.

Willingness and ability to contribute to the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Character, integrity, and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Consideration and attitude toward others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Willingness to pursue visionary ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Inquisitiveness, interest in a variety of topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant strength and weakness of this applicant in terms of his/her community involvement and leadership potential?

Danielle's most striking strength is undoubtedly her character. I have known Danielle in many roles: athlete, volunteer, friend, and leader. She is consistently honest, responsible, and mature. Danielle has played sports under the leadership of my husband, who is Athletic Director of the middle school she attended. Now that she is in high school, Danielle volunteers her time for the middle school in various roles to help the sports program. When I asked my husband what Danielle's great quality is, he said Danielle is honest and trustworthy. My husband does not feel the need to supervise Danielle in the ways he sometimes has to supervise other student volunteers. He has assigned Danielle to collect fees at the entrance to games, fully trusting her to be responsible for large sums of money.

I have witnessed Danielle as a leader at church. She has been an official leader with the children's program, for which she volunteered her time to teach young children. I have witnessed Danielle miss out on other activities she wanted to do because she was already committed to serving in the children's area. I have seen her compassionately teaching the small children with patience and maturity; and we have full trust in her to do so.

Danielle has been an unofficial leader to the younger teens in the youth group. She has taught them how to self-reflect on their own beliefs and attitudes, and I have seen them look up to Danielle with great respect.

Danielle's character has proven her trustworthy enough that I have trusted her to dog-sit our dogs. While this may seem a small gesture to some, my dogs are essentially my children and I am highly cautious in whom I charge with their care in my absence. Danielle has dog-sat for us multiple times and has proven herself to be a trustworthy and responsible caregiver. Once, while watching our dogs, my beagle became ill. Danielle was compassionate, cleaned up after him, and made sure he was comfortable and safe. I was thankful and relieved to know Danielle was taking care of my ill dog. I fully and completely trust Danielle with their care because she has proven time and time again that her character is honest, mature, and responsible.

I have seen Danielle volunteer her time to serve the community in numerous ways; repairing homes, serving food to those in need, packing meals for Kids Against Hunger, cleaning up the local park, giving time to her former middle school sports program, and mission trips. She has the kind of character that drives her to serve others lovingly, respectfully, and maturely.

Danielle's weakness would be that she takes on a lot of responsibility. Because Danielle is trustworthy, mature, and responsible, she is asked to take on a lot of responsibilities. With a lot of responsibilities comes a lot of time consumption. Some of the hardest lessons in life are learning how to best time-manage and create opportunity for others. I have no doubt Danielle is well on her way to be a well-rounded person.

2. What is most unique about this applicant? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may affect this applicant's participation in the Governor's Scholars Program, please note them here.

Perhaps Danielle's most unique feature is her sensitivity in situations and with people. She is highly attuned to the mood of situations and to the emotions of others. Danielle can immediately recognize and feel when someone does not feel welcome in a situation. She can sense tenseness in situations and in people before others can. She can sense the emotions of others that they may be holding back.

I have been in hundreds of conversations with Danielle and other adults, and have watched her challenge adults on many subjects. I have seen her understand when it is okay to keep pushing and I have seen her exhibit sensitivity and know when to take a step back and give someone space when wrestling with challenging or emotional topics. Danielle has shown this level of sensitivity and attunement when adults in the same conversation/situation failed to.

Danielle often talks about her friends and their emotions she observes. She talks about recognizing when they have felt welcome, loved, outcast, hurt, etc. She has recognized these emotions in them because she is sensitive to people around her in all situations, and she discusses her observations with adults around her as a way to reflect on how she can best support others.

I once went on a mission trip with Danielle (and others) to New Orleans. I became irritable toward the end of the trip. I did not share why I was irritable, but I felt a huge weight of responsibility for the safety of the teenagers in such a large and unfamiliar city and I felt overwhelmed by some personal anxieties. My irritability was not evident to everyone, but it was obvious that Danielle noticed. She did not assume that I was just in a bad mood, because for the remainder of the trip she performed several small gestures of niceness towards me. She didn't gain anything from doing those gestures, in fact, most of them inconvenienced her. She performed those gestures for no other reason than to be nice to me and because she sensed some of the emotions I was carrying. That sensitivity and action from Danielle directly improved my own mood and anxiety.

3. Based on your experience with the applicant, what would you expect the single greatest contribution of this individual to be at the Governor's Scholars Program?

I believe Danielle brings a lot to the table, but especially so her gift of reflection. I have encountered few teenagers with the ability of self-reflection Danielle is gifted with. Self-reflection is vital to character growth, and many of us do not learn how to self-reflect until much later in life. I have watched Danielle in many

situations take a step back and review her actions, beliefs, and attitudes and then make changes through the process of self-reflection.

One example of this is her desire to build meaningful relationships with people. I have engaged in many conversations with Danielle where I have observed her evaluate the purpose of relationships, examine her own faults and failures in relationships with her peers, and then seek to make relational changes to be a more meaningful and purposeful friend. She has sought the advice of both peers and adults. Danielle possesses a selfless relational desire and has coordinated activities with her friends that serve them, rather than herself.

Another way I have witnessed this quality in Danielle is through her spiritual reflection over the years as we have attended the same church and participated in many of the same church activities. One encounter in particular occurred on a mission trip we attended together to New Orleans to repair low income homes. Danielle reflected throughout the trip on the difference in the life she lives compared to the lives of others we encountered on the trip, on her own spirituality, and what she believes are her responsibilities in serving other people. She used her reflection to equip herself to better engage with the people of New Orleans.

These examples did not just impact Danielle, they also impacted the people whom she involved in her reflections. When Danielle engages in conversation about reflecting on how to be a better friend to her peers, it makes me stop and reflect on my own relationships and friendships. When Danielle reflects on her spirituality and openly asks questions about her beliefs, then I start to investigate my own beliefs and spirituality. Danielle does not just self-reflect in isolation, she shares her reflections, prompting and encouraging others to reflect on themselves too.

4. If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here.

Danielle is GSP material in every aspect of her academics and character. As a GSP alum myself, I make that statement with full confidence. I know first-hand what GSP has to offer to Danielle; I know she will greatly benefit from and learn an immense amount of life at GSP. In addition, I also know first-hand just how much Danielle has to offer GSP; her character, her responsibility, her maturity, her gift of self-reflection, her desire to serve and build meaningful relationships with others. The people who impacted my life most at GSP were the peers I was placed there with. There are friends from GSP I am still in contact with today, 17 years later, because they taught me something meaningful about myself, about life, about humanity, and because they opened my worldview into areas of life it had not previously ventured. Danielle will be that person for others at GSP. She will be the person who taught someone how to reflect and changed their worldview. She will be the person who asked the questions that engaged someone to evaluate and understand their own belief system. She will be the person who encouraged someone to investigate and be confident in their own identity. She will be the person who comes to someone's mind 17 years later because she had a meaningful impact on the way they now interact with the world around them. The list of ways in which Danielle will positively impact people throughout her life is endless. GSP is such an opportunity for Danielle and Danielle is an opportunity for GSP.



Guidance Counselor Statement

The counselor should indicate if this student has overcome adversity while maintaining academic excellence. (See attached samples.) If so, complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. (If submitting the Guidance Counselor Statement, please send three copies.)

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.

Governor's Scholars Program Guidance Counselor Statement

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Student's Name: Sarah Jenkins

Guidance Counselor's Name: Danielle Michaels

School District: North Central High School

Sarah is a humble student with a quiet disposition, but she sets forth each day to make a difference in others' lives. The life that she most directly impacts is that of her brother, who is autistic. Immediately after school each day, Sarah returns home to help her family by serving as her brother's caretaker. Because both of her parents work full-time, she has assumed the responsibility of being her brother's primary caregiver. As a result of this family commitment, Sarah is unable to be involved in after school activities. Instead, she seeks fulfillment and enjoyment from working with her brother, helping him learn simple concepts, assisting him with his homework, and preparing his meals.

Sarah has so much potential and becoming a Governor's Scholar would help her along her journey toward a life of helping others. Please give her application thoughtful consideration.

Guidance Counselor's Signature: _____ **Date:** _____

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Governor's Scholars Program Guidance Counselor Statement

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Student's Name: Joanie Sawyers

Guidance Counselor's Name: Mr. Jacob Meeks

School District: Kentucky High School

Joanie is a student who has faced the adversity of dealing with a severe visual impairment. Joanie has managed to not only overcome her disability, but to embrace it. Joanie has willingly taken on the leadership role in a household without a father or other family members to assist. Joanie lives with her mother and sister who are also visually impaired. She has learned to travel independently in the community to pay the household bills and complete the grocery shopping helping to provide for the family. Joanie is independent, enthusiastic, kind and gentle. She exemplifies excellence through hard work and determination. She would be a great benefit to the Governor's Scholars Program.

Guidance Counselor's Signature: _____ **Date:** _____

PLEASE NOTE: Additional points are NOT given NOR deducted for this section.