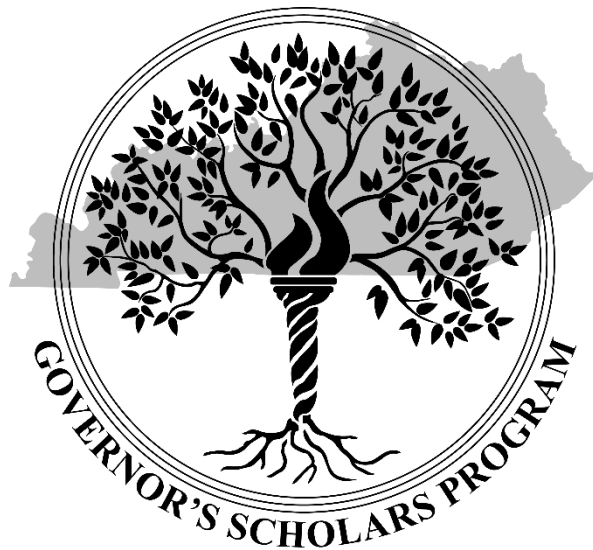


Governor's Scholars Program Application & Selection Process

2025-2026



HELPFUL HINTS

Best Practices & Important Information

**Governor's Scholars Program
112 Consumer Lane
Frankfort, KY 40601**

Phone: 502-209-4420

E-mail: gsp@gspky.org

gsp.ky.gov

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 and sciences 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 2026 program will be held on three campus sites: Centre College in Danville, Morehead State University in Morehead, and Murray State University in Murray. 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 an intellectual community of Scholars.

The program offers Scholars a chance to know and network 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 residence halls with separate quarters for males and females. 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 faculty (which includes high school teachers, college professors, and professionals in their fields) works closely with the Scholars in classes, Leadership Seminar, 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 is such a variety of opportunities for personal and cultural growth in this program, you will have to make choices at times 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.

Intellectual Approach

The program moves at a swift pace and at an advanced level as the Scholars concentrate on concepts, theory, practice, and discovery. *The intellectual academic approach 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 **Leadership 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**. 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 which is 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 they 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 and may have to choose not to attend if selected.

For additional information, contact your counselor, a teacher, your principal, the school superintendent, or the Governor's Scholars Program office at 502-209-4420 or visit the GSP website at gsp.ky.gov.

Statement of Curriculum

The curriculum for the Governor's Scholars Program has three components. In addition, the academic curriculum is 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.
2. **General Studies** – Classes on a variety of often interdisciplinary topics that emphasize inquiry, service-learning, community leadership, and resolution development.
3. **Leadership Seminar** – Seminar designed to develop Scholars' leadership skills, focusing on topics such as values exploration, interpersonal communication, college/career choices, and the ways Scholars can contribute to their home communities.

FOCUS AREAS

When completing their applications, students will indicate three choices from among a variety of interest areas (see list below for descriptions). GSP staff will assign students to one of their three choices. Focus Areas meet weekly for approximately 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 high school or college courses 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:

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 study in its new age of development. Some emphasis may be placed on sustainability.

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 ecological and 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, etc.): This course explores social and communication systems, considering them as forces that affect nations and individuals.

COMPUTER SCIENCE & INFORMATION TECHNOLOGY: This course explores the role of technology in today's society with special attention to the role of artificial intelligence. Classes may include an introduction to coding and/or computer engineering.

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.

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 focuses on the various fields of study dealing with health issues from a broad range of perspectives (e.g., medicine, insurance, disabilities, physical therapy).

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 explores the many different means through which news and information are spread around the world. Students will acquire hands-on experience in 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 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 the 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 chemistry and physics 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 the psychological processes in driving behavior and shaping individuals as well as their societies.

PUBLIC POLICY & ADMINISTRATION: This course explores public policy and administration, at all levels of government, in not-for-profit organizations, and in the public-service related activities of profit-seeking companies.

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

THEATRE ARTS: 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.

GENERAL STUDIES

Each Scholar will be assigned to a General Studies class, which will meet for approximately 8 hours a week to explore the topic(s) presented by the instructor. GSP makes an effort to diversify these groups as much as possible, and topics covered are often interdisciplinary. 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 may emerge. In many cases, civic engagement through community projects is part of the General Studies class. This component will help students further develop their leadership potential.

LEADERSHIP SEMINAR

Each student will participate in a class designed to develop leadership skills. Scholars will be encouraged to think through their ideas, be able to articulate them clearly, and develop the ability to engage in mature and civil discussions of differing opinions. Each group will meet twice weekly for approximately three hours in total. Topics include values exploration, interpersonal communication, college/career choices, and the responsibilities of academically talented students to society.

**Governor's Scholars Program
2026 Student Selection
Important Dates**

| | |
|--------------------------|--|
| September 2, 2025 | Latest date for the Governor's Scholars Program to mail Student Application & Selection Packets to Superintendents, Principals, and Counselors. |
| January 9, 2026 | 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 school/district is prior to this date.) |
| January 23, 2026 | 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 school/district is prior to this date.) |
| April 13, 2026 | Latest date for Governor's Scholars Program <u>to mail</u> notifications to students of their status: Accepted, Alternate, or Not Accepted. |
| May 1, 2026 | 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, 2026 | Last day for Scholars to request a specific session because they have <u>major scheduling conflicts</u> . Requests for session assignments will <u>not be honored if submitted after this date</u> . 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 19, 2026 | Latest date for Governor's Scholars Program <u>to mail</u> notification to Scholars of session, campus and class assignments. |
| June 13, 2026 | First Session Opening Day |
| June 14, 2026 | Second Session Opening Day |
| June 21, 2026 | Third Session Opening Day |
| July 17, 2026 | First Session Closing Day |
| July 18, 2026 | Second Session Closing Day |
| July 25, 2026 | Third Session Closing Day |

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

**2026 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.

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 & Awards**

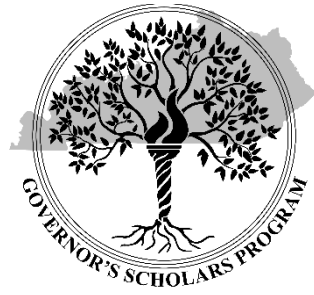
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Writing Entry – 500 Words

Selection committee members score the submitted writing entries in seven categories. The scores are then averaged for a final score for this section.

Teacher Recommendation – must be from a teacher that taught the student in an 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 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 (with or without the Science subtest), 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.

| ACT SCORES <i>Composite</i> | |
|---------------------------------------|-------|
| 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 |

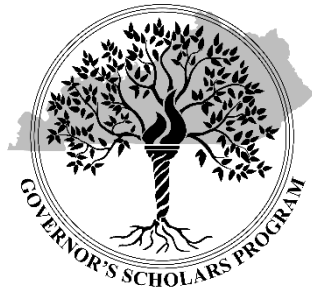
| PSAT SCORES <i>Total Score</i> | |
|--|-----------|
| Points | Score |
| 10 | 1420-1520 |
| 9 | 1340-1410 |
| 8 | 1270-1330 |
| 7 | 1190-1260 |
| 6 | 1150-1180 |
| 5 | 1110-1140 |
| 4 | 1080-1100 |
| 3 | 1030-1070 |
| 2 | 990-1020 |
| 1 | 960-980 |

| SAT SCORES <i>Total Score</i> | |
|---|-----------|
| Points | Score |
| 10 | 1490-1600 |
| 9 | 1420-1480 |
| 8 | 1360-1410 |
| 7 | 1300-1350 |
| 6 | 1260-1290 |
| 5 | 1230-1250 |
| 4 | 1200-1220 |
| 3 | 1160-1190 |
| 2 | 1130-1150 |
| 1 | 1100-1120 |

Grade Point Average

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 2025. Because weighted GPAs are not considered, points are awarded for advanced or honors courses under Difficulty of Course Load.

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



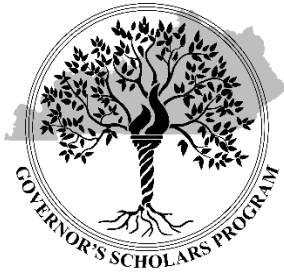
Academic Achievement Guidelines for Rating Student Academic Achievement Difficulty of Course Load

Difficulty of Course Load

Counselors award students 1 – 5 points based on the level of classes taken through the fall semester of 2025. The number of advanced or honors classes taken, the number of world language classes completed, and electives chosen are considered.

| | |
|--|----------|
| This student has taken only the required curriculum in lower-level classes and has not selected any academic subjects as electives. | 1 |
| 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. | 2 |
| 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. | 3 |
| 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 world language.* | 4 |
| 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 world language.* | 5 |

***Note regarding world language requirement:** In schools where students are unable to take 2 years of world language by their junior year, one year will suffice. Additionally, if world 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.

(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

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.

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. 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.

Potential activities to include in this section are:

| | | |
|------------------------------------|--------------------------|--------------------------------------|
| Future Business Leaders of America | Church Choir | High School/Community Athletic Teams |
| Special Olympics Coach | Church Youth Fellowship | Mock Trial Team |
| Student Council | Yearbook/Newspaper Staff | Marching Band |
| Academic Team | Artistic Endeavors | Scouts |
| Future Problem Solvers | Class Officer | Theater Club |
| Honor Societies | Mentoring Programs | Peer Tutoring |
| Fellowship of Christian Athletes | Kentucky Youth Assembly | Job(s) |

Scoring Guidelines

Extracurricular Activities – 10 points maximum

(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

These are examples of the descriptions of extracurricular activities that were ranked highly by the Selection Committee. High scoring applications generally include multiple pages of 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 or assume judges are familiar with the activity. (Additional pages may be attached if needed.)

| | |
|--|--------------------------|
| A. Activity: Track Team | Grades: 9, 10, 11 |
| <p>Contribution: Being a competitive person, I have been drawn to sports my entire life. Track and Field is perhaps one of the most competitive sports because of the physical endurance and mental focus it requires. I have been involved in Track and Field since the 8th grade, and I joined the Track and Field team at my high school my freshman year. I compete in events such as: the four by four-hundred-meter relay race, the four-hundred-meter dash, the long jump, and the triple jump. Last year, my team placed fourth in the Women's Regional Four by Four Hundred Meter Relay Race. I also received a medal for eighth place in the Women's Regional Triple Jump, and my team qualified for the State Championship Meet held at the University of Kentucky. However, being a part of the team is much more than just receiving medals and trophies. I admire the great team effort that everyone puts into each practice. During track season, team members are expected to attend practice every day of the school week except Fridays. We practice from the time schools lets out to about 4:30 pm., and sometimes there are scheduled meets scattered throughout the week. I am responsible to attend every meet even if I have a scheduling conflict. My freshman year, I missed the bus to the meet due to a Student Council Meeting, and I had to work out a plan to use public transportation to get to the meet so I would not let my team down. The team has taught me responsibility and the consequences of making a commitment.</p> | |
| B. Activity: Church Member | Grades: 9, 10, 11 |
| <p>Contribution: The Church has played a big role in my life as a child of God. I have been attending Church on Sundays for as long as I can remember. I was baptized at the age of twelve, but within the last three years, I have become deeply involved with church activities. I attend Church Service every Sunday for two hours and I regularly attend Bible study classes on Wednesday evenings for an hour. I also sing in both my Church's Youth Choir and Ensemble Choir on the second Sunday of every month. Some Sundays I volunteer to read the morning Scripture and responsive reading. I have taken many different leadership roles in the Church including volunteering for solos or passing around the offering tray. The first Sunday of every month, I volunteer at my Churches' hospitality department to prepare dinner for the homeless and needy. I enjoy meeting the people that I serve, hearing their stories, and fellowshiping with them. I enjoy giving my time and energy to the Church because everyone there is welcoming and accepting of me. Acting as a member of my Church has taught me compassion and stewardship, and I consider my service to the Church a service to the community.</p> | |
| C. Activity: Academic Team | Grades: 9, 10, 11 |
| <p>Contribution: Being inherently inquisitive, I have always found great interest in trivia and general knowledge. My freshman year, 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. Academic Team matches four students on one team against four students of another team. Each player uses a buzzer to answer questions Jeopardy style in math, science, literature, and the arts and humanities before the other team can answer. Even though I've been accelerated in school mainly for science and math, my academic team focus areas have been writing composition, language arts, and Arts & Humanities. This variance has contributed to making me a more well-rounded and informed student. As a freshman, I was played as a starter for my team and won the Most Valuable Player Award for contributing to the success of my team. I continued to play as a sophomore on the JV team where I acted as a starter for my team and as a substitute captain when required. This year, I am the captain of the JV team; as captain, I play throughout the entire match. I am also the only player who can answer bonus questions. I've earned the title of captain for consistently answering questions quickly and correctly during matches. The Academic Team practices every Monday for one hour after school during the season and participates in hour-long matches every Tuesday. The season runs from September to January. 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 to strive to improve to win for my team.</p> | |

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.

This section is where you can show the committee your commitment to service as well as your leadership skills. 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. 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 Legislator |
| Special Olympic Volunteer | Internships | Babysitting |
| 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 |

Scoring Guidelines

Service - 10 points maximum

(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

These are examples of the descriptions of voluntary or paid service that were ranked highly by the Selection Committee. High scoring applications generally include multiple pages of service.

STUDENT PROFILE

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 |
|--|-----------------------------|---|
| Volunteer – Big Brother Big Sister After an intense interview and application process, I was selected to be a part of the Big Brother Big Sister Program as a mentor and friend to an at-risk child. From the very first moment I met my little sister, I knew it was a match made in heaven. My little sister is a 7 year old named Hanna. Every week, I get to go to Hanna's school and mentor her. We usually start by working through her homework. I quiz her on her spelling words for the week. Then we finish up with a game or activity like coloring. Sometimes we will simply talk about her week, and she will tell me about her friends at school. I have been meeting with Hanna for two years now, and I cherish the relationship that I have developed with her. Her energetic and lively spirit is contagious and she makes me want to live my life to the fullest. | 56 Hours | Once a week for the past 2 years |
| Volunteer – Peer Tutoring I was selected by my principal to tutor students struggling in math. Each week, I tutor students in Algebra for 1-2 hours. I work in a small group setting with students in the Algebra Intervention class. I coordinate scheduling times at the beginning of each week and work with struggling students to strengthen their knowledge base. I am also responsible for reviewing the curriculum and affirming the students understand concepts before they are tested on them. This experience has helped me to learn patience, how to convey and teach ideas, and to brush up on basic math skills myself. | 320 hours | Daily for 8 months |
| Volunteer – Kiwanis Pancake Breakfast Every year the Kiwanis Association in my town hosts a Pancake Breakfast to help fundraise money for their organization. I have been fortunate to help with their event for three years. I wake up extra early in the morning on Saturday, but I get the chance to talk to all kinds of people in my community during the event. I am assigned to two or three rows as a table to serve. I make sure guests' cups are full and their trash is cleared promptly. I also assist the elderly and children by carrying their plates to their tables. This previous year, I got the chance to meet one of Kentucky's representatives, Andy Barr, and talk to him about our community. This is a great event to give back to the community. | 15 hours | Once a year for 3 years |
| Volunteer - Red Cross Blood Drive At my high school, the BETA club sets up the blood drive for the Red Cross twice a year. I work two class periods out of the day for each drive. As a volunteer, I am responsible for recruiting people before the drive. During the drive, I call people out of class for their scheduled donation time, work the check-in desk, go through the medical history with the donors, and hand out snack and drinks after each donor gives blood. Since I have an interest in going into the medical field, working alongside the phlebotomists gives me insight into one of the processes that occurs daily in the medical field. These events helped me learn to give and take orders efficiently to keep the event moving in a timely and orderly fashion. | 7 hours | Twice yearly for 1 year |
| Paid Service – Mowing As someone who absolutely loves the outdoors, mowing is the perfect job for me to make some extra cash and get outside. When I was thirteen, my dad taught me to mow, and ever since then mowing has been both a hobby and a job. I mow several of the farms around our house, and each property takes me about four hours to mow. Mowing can be hot, dirty work and it has truly tested my endurance at times. Through this job I have gained a strong work ethic and a sense of community in my neighborhood. | 960 hours | Three days a week for 5 months for 4 years |

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.

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.

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 | Selected as a Representative of School/Community |
| Published Literature | World Language Competitions |
| All-State Band | 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 |

Scoring Guidelines

Honors & Awards – *10 points maximum*

(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

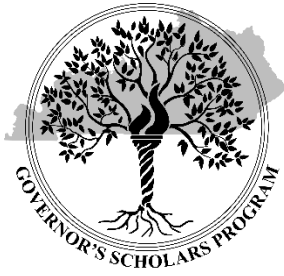
These are examples of the descriptions of honors/awards that were ranked highly by the Selection Committee. High scoring applications generally include multiple pages of honors/awards.

STUDENT PROFILE

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 |
|-------------|---|---------------|----------------------------------|
| N | National Environmental and Natural Resources Competition – Gold Team Rating and 7th Place Overall At the Future Farmers of America National Convention, high school students from all over the country compete in a variety of different events. I was invited to be a part of my schools National Environmental and Natural Resources Competition. Our school competed for the first time on the national level this year so I felt a lot of pressure to do well despite my newness to the team. We faced off against teams from the other 49 states, and in the end we placed seventh overall and received Kentucky's first ever Gold Rating for a team in this competition. | 11 | Group |
| C | Vacation Bible School – Children's Craft Director I was selected by my children's minister to be the children's craft director 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. I was chosen to co-lead the daily crafts for the week which involved planning the crafts, set up, supervision, and clean-up. Being selected for this honor helps me show leadership to younger kids by teaching Christian values and building community within our group. | 9, 10 | Individual |
| D | Rising Star Pianist Award My piano studio grants the Rising Star Pianist Award to the pianist who exhibits the greatest improvements throughout the year and shows the most dedication to their art. Receiving this award reflects the long hours of practice I put forth every week. I was awarded the honor over forty other competitors who showcased their talents at an annual recital. | 9 | Individual |
| HS | Vice President – Kentucky Junior Historical Society The Kentucky Junior Historical Society offers students an opportunity to explore their interest in history and develop educational projects that are entered into competitions. This year, I was elected to the office of Vice President by my peers for this club. In this role as Vice President, I was also given the opportunity to submit a research paper to compete in the Kentucky Junior Historical Society. | 11 | Individual |
| S | All State Cross Country Team Every year many of my Cross Country teammates compete to be selected to be on the All State Cross Country Team. This year, the Kentucky Track and Cross Country Coaches Association named me as well as 13 other boys from my county to be on the All State Cross Country Team. I have worked hard and practiced several days a week to be selected for this honor. Approximately 25 males are selected from the entire state to represent their state in national competition, and it is a reflection of my hard work and natural talent to be among them. | 11 | Individual |
| HS | Captain – Powder Puff Football Team My sophomore and junior years, I was selected by both my coach and teammates to serve as captain for our Powder Puff Football Team. It was an honor to be selected by everyone to lead my team and take on the responsibilities of coordinating practices and organizing our annual homecoming event. I am happy that my peers trust me enough to elect me to a leadership position. They clearly understand that I will put the team before my own personal needs and desires. | 10, 11 | Individual |



Writing Entry

In the writing entry you will respond to one of six prompts designed to give you an opportunity to tell the Selection Committee more about who you are. The Selection Committee members evaluate writing entries using the attached rubric as a guideline. It is recommended that someone proofread your writing entry, but you should ensure that all writing is your own. The use of AI assistance for the writing entry is **not** permitted.

Writing Entry Guidelines

Read all directions carefully. You will lose points for failing to follow the directions.

Length/Format. Writing entries must be typed, double-spaced, and a maximum of 500 words.

Which Prompt? 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.

Goal. 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.

Additional tips:

- Because the Selection Committee reviews a large volume of writing entries, it is important that you catch their attention with a fresh or interesting perspective.
- Show originality in your ideas and let the reader see your individuality.
- Whichever topic you choose, be sure your writing entry gives the reader a chance to learn more about you. Specific examples are helpful as they set you apart from your peers. Tell your story.

Diction and Tone. The diction and tone of your response should be appropriate for the topic you select.

Writing Process. 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 their best work with the first attempt. In your review, ensure that you appropriately addressed all aspects of the prompt you chose.

Additional tips:

- 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.
- Have a trusted adult read your writing entry and give you feedback – both grammatical and an assessment of whether the piece tells the story of who you are. Incorporate their feedback, but ensure your writing is your own.
- Review the rubric to ensure that you've adequately considered all expectations.

Scoring Guidelines

This is the scoring rubric the Statewide Selection Committee will be using to score your writing entry. Reference this rubric often. Most categories have point ranges based on identified criteria. The **bold, italicized** text is the criteria that will earn the most points.

Formatting

2.0 possible points

- Writing Entry is double-spaced, includes the prompt number, and is a maximum of 500 words.

Purpose & Audience

0.0 – 3.0 possible points

- Limited awareness of audience and/or purpose
- Some evidence of communicating with an audience for a specific purpose; some lapses in focus
- Focused on a purpose; communicates with an audience; evidence of appropriate voice and/or suitable tone
- Establishes a purpose; maintains clear focus and strong awareness of audience; appropriate tone
- ***Establishes a purpose relevant to the prompt; maintains clear focus throughout; evidence of distinctive voice appropriate to audience***

Idea Development & Support

0.0 – 3.0 possible points

- Minimal idea development; limited and/or unrelated details
- Unelaborated idea development; minimal and/or repetitious details
- Depth of idea development supported by relevant details
- Depth and complexity of ideas supported by rich, engaging, pertinent details
- ***Depth and complexity of ideas supported by rich, engaging, pertinent details; evidence of analysis, reflection, insight***

Organization

0.0 – 3.0 possible points

- Random and/or weak organization
- Lapses in organization and/or coherence
- Logical, coherent organization
- ***Well-crafted, skillful organization***

Sentences

0.0 – 3.0 possible points

- Incorrect and/or ineffective sentence structure
- Simplistic and/or awkward sentence structure
- Controlled sentence structure
- Varied sentence structure
- ***Advanced sentence variety, structure, and length that enhances writing***

Language

0.0 – 3.0 possible points

- Incorrect or ineffective language
- Imprecise and/or simplistic language
- Acceptable, effective language
- ***Precise and/or rich language***

Correctness

0.0 – 3.0 possible points

- Frequent errors in spelling, punctuation, and capitalization
- Some errors in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis
- Very few errors in spelling, punctuation, and/or capitalization relative to length and complexity
- ***Skillful control of spelling, punctuation, and capitalization***

2026 Writing Entry Prompts

Writing Entry Prompt 1

Harriet Beecher Stowe once stated, “To understand Kentucky, one must feel its warmth and listen to its stories.” Storytelling is an integral part of the formation of identity – our communities and our own. The stories that our families and communities tell us about themselves and the world form our first map of the universe. **Write about and share with us a story that you tell or a story that you (and your family) will be retelling for years to come.** Hint: The story must be your own, and its telling should have significance to you. What is important to us is what the story reveals about you.

Writing Entry Prompt 2

As a part of a local committee, you have been asked to submit a letter inviting a filmmaker to film a documentary on your life as a Kentucky high school student. They will spend a day with you as their host, providing a tour of your hometown and other places important to your life. **Write an invitation letter sharing the reasons they should select you, why the filmmaker should engage with the local community, and how the community will benefit from this production.** Hint: Consider how the documentary will represent your life and how your perspective may represent others in your local community.

Writing Entry Prompt 3

As Kentucky author Silas House wrote in one of his novels, “most all of the extraordinary things happen with no more loudness than a whisper.” **Describe an experience you perceive as extraordinary, but that happened quietly.** Hint: What you see as extraordinary is key to explaining yourself to your readers.

Writing Entry Prompt 4

Every positive change, every jump to a higher level of awareness, every time to ascend to a higher rung on the ladder of personal trajectory involves a period of transformation. **Describe an experience that marked your transition from childhood to adulthood. What did you learn from this transition?** This could involve your culture (“rite of passage”), an incident in your community or family, or even a revelation of skills, ideas, life lessons, etc. Hint: Do not spend most of your entry on the details of your experience; what is important to us is your insight into the lessons you learned and/or knowledge you gained.

Writing Entry Prompt 5

Wendell Berry, a Kentucky author, claimed, “It may be that when we no longer know what to do, we have come to our real work...The mind that is not baffled is not employed.” **What is something that baffles you?** Hint: What baffles us is likely something we think deeply about; identifying what this is should tell your reader about who you are and what you value.

Writing Entry Prompt 6

Famous Kentuckian Muhammad Ali once said, “The best way to make your dreams come true is to wake up.” **What’s your dream, and what would it mean for you to “wake up?”** Hint: How you define your dream in this scenario will tell us about who you are, so personalize that part of the response instead of using a generic concept of making one’s dreams come true.



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 current 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 an academic subject from 9th, 10th or 11th grades (e.g., math, science, English, social studies, or world languages).
4. You may want to ask **two** academic teachers to complete the forms. Your counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask them 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 can give specific examples to support their comments.

Governor's Scholars Program 2026 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 they relate 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.

Scoring Guidelines

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 2026 Teacher Recommendation Form

MUST BE TYPED

(Once completed, please return to student or school)

Teacher's Name: Carla Cook

Student's Name: Tony Jones

Subject: Science

☒ 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 checked="" 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 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?

Tony is a mature young man with an excellent work ethic. He was the top student in Pre-AP Chemistry last year, and he continues to impress in both dual-credit courses (Biology and A&P) that I teach this year. He comes to class with a smile on his face, enthusiasm for the topic of the day, and willingness to assist others needing help. His kind spirit and positive attitude greatly enhance the learning environment in our classroom. Tony has the potential to grasp difficult, abstract concepts and apply his knowledge to new problems and situations. I have been impressed, but not surprised, by his dedicated effort to stay current with all his assignments. He is a dedicated student, working diligently outside of class to understand what he is learning, and is willing to go the extra mile to produce quality work. Tony is creative and inquisitive, asking thoughtful questions that promote deeper thinking regarding the topic of class discussion. He can be counted on to show leadership in the classroom with all his activities, often being the one who recognizes the achievements of his lab partners. He has received numerous awards and recognitions for his scholastic and athletic accomplishments, but is very humble in his attitude; he considers it a blessing to have these opportunities and is determined to do his best each time. He is aware of his limitations, but does not let that stop him from making a positive contribution - for example, he is an excellent soccer player, being named to the All-Region All-Star team, but he also plays basketball (in his words "It's not my best game"). His decision to play basketball is based on the belief that he can encourage, support, and help motivate his teammates even if he isn't the best player. This is the perfect example of the spirit of Tony Jones - always try your very best, never give up, help make a situation and those involved better!

I know of no significant academic weakness in this student. Whenever he is frustrated because he is struggling with a concept or with a difficult test, it seems to motivate him to work that much harder to gain the understanding he desires. Tony is organized, manages his time well, and follows directions when working

individually or with others. I would love to see Tony have the opportunity to interact with other young adults with similar potential and diverse backgrounds - he would thrive in the GSP environment.

2. What is most unique about this student as they relate 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.

Tony has positive relationships with his peers and teachers. He is respectful, has a positive outlook and personality and makes each person feel valued and important in his presence. When working collaboratively with others in groups or on projects, he is a leader who includes others, respects each individual, and encourages the best from everyone. Tony has a heart for helping those in need, in our community and beyond through mission work and volunteering his time to help. I had the opportunity to travel with Tony and other students to Great Britain last summer. I observed his respect for other cultures, his desire to learn, and his ability to be independent in unfamiliar surroundings. Tony has an older sister with health issues and learning disabilities who is a student in the special needs class at our school. I have observed the loving manner in which he interacts with his sister and the others in the class. It is obvious that he cares deeply about each person, treating each student with patience and kindness. He demonstrates sincere compassion and joy when those students seek him out in the hallways. His experiences with his sister have developed within him a mature level of awareness and understanding not always seen in students his age. He embraces diversity and treats individuals with respect. Tony is the type of person that adults and teenagers enjoy having in their group.

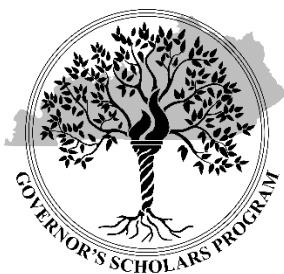
A solid, well-rounded young man, he conducts himself appropriately and confidently in all situations. He is involved in multiple school and community organizations, holding offices or positions of responsibility in all of them. He is a member of Rotary Interact, BETA, Health Occupations Student Association, Y-Club, Student Council, and Annual Staff just to name a few. His list of awards and recognitions are lengthy and impressive. He can be counted on to complete tasks with exemplary quality before deadlines, working calmly under pressure. Other students look up to him for ideas and leadership. I know of no conditions that would prevent him from participating fully in the Governor's Scholars Program; he would enthusiastically take full advantage of every opportunity presented to him.

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

Tony is open-minded and eager to learn, having an enthusiasm that is contagious. He has a wealth of experiences that have shaped his life up to now - through family, our community, and abroad. He has pursued a wide range of academically oriented activities as well as sports (soccer, basketball, and track) and with persistent effort, has been successful in all of them. He loves to travel and experience new cultures, having compassion and empathy towards the needs of others. If there is a person who appears to be disengaged and excluded, he will not hesitate to engage them in conversation and include them in activities. Tony will be the first to volunteer or lead a group, to organize a project, to sign up for an excursion, to encourage others to participate, etc. He does not appear to be discouraged by minor setbacks, but instead, motivates himself to achieve beyond his goals in the next attempt. He handles stress and change with ease and flexibility, demonstrating a level of maturity beyond his years. GSP would be a wonderful experience for him, providing a chance to interact with other talented students beyond our small-town high school.

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

Tony Jones is one of the strongest students I have had the privilege of teaching in recent years, not just academically, but socially and professionally - he is just an all-round excellent person. He was recently accepted into a program that allows students to earn college credit in high school. In addition to attending college one day a week, he is a student in Dual-credit Biology and Dual-credit Anatomy and Physiology (Two courses that I teach). He has worked tirelessly to stay current in all classes and has performed exceptionally well in all courses. I have observed growth, confidence, and maturity in his studies and his extracurricular activities. If selected to the GSP, he would approach the experience with the same enthusiasm, open-mindedness, and gratitude that he approaches everything in his daily life. He would be a great asset to the GSP community and would greatly benefit from the challenge and opportunities provided.



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 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 with examples. 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 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, rabbi, mentor, etc.

**Governor's Scholars Program
2026 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 as a member of the community?
2. 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?
3. In your view, what is the potential of this individual as a future leader in their chosen professional field?
4. 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. If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here also.

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
2026 Community Recommendation Form
(for Character Reference)**

MUST BE TYPED

(Once completed, please return to student or school)

Recommender's Name: Jenny Smith Applicant's Name: Angela Taylor

Recommender's Position & Organization: Human Resources Specialist, Technical Company

Recommender's Phone: 502-555-5555 Email: jenny@abc.com
(Confidential and only used if needed)

How long have you known this applicant? Approximately 10 years

In what capacity have you interacted with this applicant? Initially, I got to know Angela as a neighbor. Over the years, our relationship has grown as we've interacted through community service, church, and academic activities. Angela has become more than just a neighbor or friend; I consider her like one of my own children.

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 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 for 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 as a member of the community?

Many considerable strengths stand out when I think of Angela, but her most prevalent strength is her level of integrity. Her words and actions are always genuine; what you see is what you get with her. She is the most trustworthy young person I know, and she understands the value of having a reputation as a person of integrity.

I have entrusted Angela with responsibilities that are usually reserved for people much older than she. A great example of this is her work at a residential facility for developmentally challenged adults. Many of these people have a multitude of mental as well as physical disabilities. A standout amongst our volunteers, Angela worked tirelessly and compassionately with the residents and staff members. I could always rely on her to "roll up her sleeves" and take on even the most daunting tasks. She has humbly and cheerfully served in whatever capacity that was asked of her. Without any hesitation, I know Angela will do what she says she will do, and she can be relied upon in a crunch. Angela is clearly driven by a strong inner moral compass. I believe this is derived from her unflinching compassion and concern for others.

Angela quickly demonstrated leadership potential while working with me. She has the ability to make sound, timely decisions in stressful situations. She is very analytical and can rapidly understand how work needs to be done, and she has communicated this well with the rest of the volunteers. Always keeping the greater good of the residents in mind, she helped empower them to be more self-reliant, removing barriers where she found them, and solved problems many of us with more experience missed. For Angela, it wasn't simply enough to just "show

up" or be pleasant to the people she served, she actually brought new ideas to the table that improved their overall experience. She created a positive, energetic environment where everyone's ideas were valued, and the residents understood they could trust and depend on her. A specific example of this was the need to provide resiliency within our volunteer staff. Year by year, it was becoming more and more challenging to find trustworthy, reliable volunteers. This was a huge problem, as the residents did not adapt well to constant change. Angela suggested that we more heavily recruit young adults/high school aged people to serve as volunteers. Once she communicated the need within her school and church community, our volunteer population quickly grew and became more stabilized. New and profound relationships struck up between the residents and the young people, and it was a win/win for all participants. Furthermore, Angela was able to build not only the trust and respect of the people she served, but also the team of volunteers. She built a positive work relationship by consistently making good decisions, keeping her commitments, treating others with respect, and adhering to high ethical standards. She wanted to be certain she did a great job and openly sought out feedback in order to improve.

2. 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?

Angela has many strengths, talents and wisdom beyond her years. I expect her contributions to GSP to be numerous. Angela has an incredible love of learning; she is curious and persistent in her quest to explore new subjects. She always has a repertoire filled with interesting tidbits that she shares with others. Her intellect and zest for learning are impressive, and no doubt will go far in this world. She sees the joy and fun of learning, and that positive attitude spreads to others automatically. She constantly challenges herself and never shies away from a tough area of study. This constant self-improvement/intrinsic learning style is contagious, and she will serve as a strong role model for her peers at GSP. Past performance predicts future performance, and Angela's level and depth of contributions as a mentor and scholar will be extraordinary for this program.

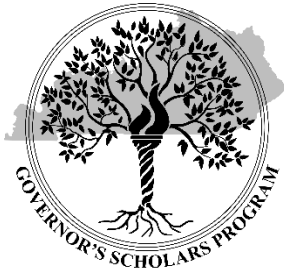
3. In your view, what is the potential of this individual as a future leader in their chosen professional field?

The topic of career choice has been one that Angela and I have addressed often. She has told me she finds deep fulfillment in her volunteering and desires to take that interest to the next level. She has noticed in her interactions with the residents the calming and therapeutic effects of creating art and wants to combine this observation with her own passion for artistry into a career. We have researched together the different paths she can take, and whichever Angela chooses will be very lucky to have her. The beauty of all this is that I did not know she enjoyed art until we started having these conversations which just further reiterates the richness and complexity of her as a person. More than all her accomplishments and what she has to give others; she is assuredly herself. Any field, and any program, will benefit and blossom through her involvement and leadership.

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

This is a tough question to answer, since Angela is amazingly dynamic and truly unique in many ways. From a very young age, I've observed her to be extremely curious, and she had an absolute hunger for learning. She is a voracious reader, and often times we discuss at length the books we are currently reading or want to read. She has the ability to absorb and apply abstract principles and transfer these points of learning to other fields and applications, which is a relatively rare ability. Additionally, Angela understands that she is in charge of her own learning; she takes ownership of her academics and obligations. She works independently and pushes herself to not only get her work done, but to excel at it. She constantly raises the bar for herself. She's a magnificent role model for my own daughter who is one year younger than Angela. My daughter admires her greatly and sees Angela as a mentor. These are astonishingly unique traits for anyone, but given the fact that Angela is a sixteen-year-old, these are truly remarkable characteristics.

It is important to know that Angela understands her words carry weight, and she is extraordinarily dependable. Because she is so trustworthy and reliable, she is often asked to take on tasks that are out of her scope; carrying burdens that are not necessarily hers to bear. If she has a "weakness," it's that she does not set limits to the workload she is willing to take on. She manages superior volunteer work, a rigorous academic life, work, family, and social interactions with amazing ease. Whatever challenge is in front of her, she eagerly tackles it. I personally believe that is this inner drive and true dedication to all that she does that makes Angela a wonderful candidate for the Governor's Scholars Program



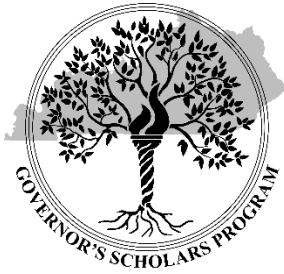
Counselor Statement

THIS IS NOT REQUIRED and should only be completed if there is additional information that may be significant and relevant and **HAS NOT** otherwise been noted or introduced in the application. The Counselor Statement will only be submitted to the Selection Committee if it adds significant information such as circumstances or disabilities out of personal control that prohibits the student from participating in extracurricular or service activities while maintaining academic excellence. A Counselor Statement may also be submitted if a student has received a unique specific award that has benefited not only the student, but the school as well. (Example: a grant or additional funding for the school.) If the Counselor Statement is being submitted, **three copies** are required.

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

Student's Name: _____ Counselor's Name: _____
High School: _____ School District: _____

Counselor's Signature: _____ Date: _____



Governor's Scholars Program Counselor Statement

THIS IS NOT REQUIRED and should only be completed if there is additional information that may be significant and relevant and **HAS NOT** otherwise been noted or introduced in the application. The Counselor Statement will only be submitted to the Selection Committee if it adds significant information such as circumstances or disabilities out of personal control that prohibits the student from participating in extracurricular or service activities while maintaining academic excellence. A Counselor Statement may also be submitted if a student has received a unique specific award that has benefited not only the student, but the school as well. (Example: a grant or additional funding for the school.) If the Counselor Statement is being submitted, **three copies** are required.

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

EXAMPLE 1

Student's Name: Sarah Jenkins **Counselor's Name:** John Michaels
High School: North Central High School **School District:** Central County Public Schools

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.

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

EXAMPLE 2

Student's Name: Joanie Sawyers **Counselor's Name:** Jacob Smith
High School: Kentucky High School **School District:** Kentucky Independent Schools

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.

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