Governor's Scholars Program
Application & Selection Process

2020-2021

Governor's Scholars Program

HELPFUL HINTS
Best Practices & Important Information

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Description of the Governor's Scholars Program

What It Is

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

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

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

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

The 2021 program will be held on three campus sites: Bellarmine University in Louisville, the Centre College in Danville, and Morehead State University in Morehead. 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 dormitories with separate quarters for men and women. They learn a great deal about themselves and others as they live in the community and develop long-lasting friendships.

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

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

Purposes

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

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

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

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 a **Governor's Scholars Seminar.**

What You Should Know

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

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

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

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

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

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

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

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

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

For further information, contact your Counselor, a teacher, your principal, the school superintendent, or the Governor's Scholars Program office at 502-209-4420.

Statement of Curriculum

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

1. **Focus Area** – Courses that allow a student to pursue a topic in-depth as a member of a small group stressing the development of ideas in the chosen discipline, with the option of additional independent study.

2. **General Studies** – Classes that emphasize inquiry, service-learning, community leadership, and resolution development.

3. **Governor's Scholars Seminar** – Personal development seminars that stress concerns and problems faced by students, including such subjects as values clarification, career choice, and interpersonal relationships.

FOCUS AREAS

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

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

Focus Area Content Descriptions Are As Follows:

AGRIBUSINESS/BIOTECHNOLOGY: This course explores the diverse components of agriculture and emphasizes the contemporary methods and technology – including biotechnology – that are applied to this traditional field of 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, Gender Studies, etc.): This course explores social and communication systems, considering them as forces that affect nations and individuals.

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

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

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

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

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

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

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

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

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

JOURNALISM & MASS MEDIA: This course will explore the many different means through which news and information are spread around the world. Students will acquire hands-on experience 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 more exciting and 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 physics and chemistry to one another and to wider intellectual and social concerns.

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

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

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

GENERAL STUDIES

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

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

GOVERNOR'S SCHOLARS SEMINAR

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

Governor's Scholars Program
2021 Student Selection
Important Dates

September 4, 2020	Last day for the Governor's Scholars Program to mail Student Application & Selection Packets to Superintendents, Principals, and Counselors.
January 11, 2021	Last day for school districts with only one school, private schools, and homeschool students to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
January 25, 2021	Last day for school districts with more than one school in the district (requiring a district selection committee) to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
April 9, 2021	Latest date for Governor's Scholars Program to mail notifications to students of their status: Accepted, Alternate, or Not Accepted.
May 3, 2021	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 3, 2021	Last day for Scholars to request a specific session because they have major scheduling conflicts. Requests for session assignments will not be honored if submitted after this date. Sessions are staggered to allow Scholars to participate in other major events before or after they attend the program. Leaves of absence are only granted for family emergencies. Students will be expected to stay the full five weeks.
May 21, 2021	Latest date for Governor's Scholars Program to mail notification to Scholars of campus and focus area assignments.
June 20, 2021	First Session Opening Day
June 26, 2021	Second Session Opening Day
June 27, 2021	Third Session Opening Day
July 24 2021	First Session Closing Day
July 30, 2021	Second Session Closing Day
July 31, 2021	Third Session Closing Day

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

2021 GOVERNOR'S SCHOLARS PROGRAM
SELECTION RATING FORM

A. _____ (30 Points) Academic Achievement

1. _____ (0-15 points) Grade Point Average
   (unweighted on a 4.0 scale)

2. _____ (0-10 points) ACT, PSAT, or SAT scores.
   (Counselors should submit the applicant's best score.)

3. _____ (0-5 points) Difficulty of Course Load

B. _____ (30 Points) Student Profile

1. _____ (0-10 points) Extracurricular Activities
   Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership; and demonstrates depth of commitment, leadership, and versatility.

2. _____ (0-10 points) Service (Voluntary or Paid)
   Accepts responsibility for completion of tasks; reflects ability to handle demanding workload; and demonstrates leadership through paid or voluntary positions and commitment to the broader community.

3. _____ (0-10 points) Honors/Awards
   Demonstrates accomplishments, high achievements, personal uniqueness, recognition, and competitiveness, both as an individual and within a group throughout the following levels: international, national, state, regional, district, community, and high school.

C. _____ (20 Points) Writing Entry

D. _____ (10 Points) Teacher Recommendation

E. _____ (10 Points) Community Recommendation

F. _____ Total Score

Governor's Scholars Selection Process

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

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

Academic Achievement – consists of ACT, PSAT, or SAT test score, grade point average, and difficulty of course load.
The Academic Achievement Section is awarded points based on the attached charts (see page 11).

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

- Student Profile – Extracurricular Activities
  This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

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

- Student Profile – Honors and Awards
  This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Writing Entry – 500 Words
Selection committee members rank the submitted writing entries in seven categories (see page 33).

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 immediate family or a member of any GSP Selection Committee. The recommender should provide a perspective of the applicant as a community member rather than as a student. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

Governor's Scholars Program

Academic Achievement

Test Score

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

Grade Point Average

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 2020. Because weighted GPA's are not considered, points are awarded for advanced or honors courses under 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 2020. The number of advanced or honors classes taken, the number of foreign language classes completed, and electives chosen are considered.

ACADEMIC ACHIEVEMENT

2021 Governor's Scholars Program
Guidelines for Rating Student Academic Achievement
Test Scores and GPA

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

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

SAT SCORES (Beginning 2016) Evidence-Based Reading, Mathematics and Writing	
Points	**Score**
10	1540-1600
9	1480-1530
8	1400-1470
7	1320-1390
6	1300-1310
5	1260-1290
4	1220-1250
3	1190-1210
2	1150-1180
1	1110-1140

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

Governor's Scholars Program

Academic Achievement

2021 Governor's Scholars Program
Guidelines for Rating Student Academic Achievement
Difficulty of Course Load

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 foreign 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 foreign language. *	**5**

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

Governor's Scholars Program

Student Profile

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

Students are required to type this information.

(30 Points) Student Profile

(0-10 points) Extracurricular Activities
The student participates in a variety of unrelated organizations, provides evidence of involvement beyond membership, and demonstrates depth of commitment, leadership, and versatility.

(0-10 points) Service (Voluntary or Paid)
The student accepts responsibility for completion of assignments, reflects ability to handle demanding workload, demonstrates leadership through paid or voluntary positions, and shows a commitment to the broader community.

(0-10 points) Honors/Awards
The student demonstrates accomplishments, high achievements, personal uniqueness, recognition, and competitiveness, both as an individual and within a group at the following levels: international, national, state, regional, district, community, and high school.

Extracurricular Activities

Extracurricular Activities

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

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

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

Potential activities to include in this section are:

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

Guidelines for Scoring:

Extracurricular Activities

10 points maximum

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

(9-10 points):

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

(7-8 points):

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

(5-6 points):

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

(1-4 points):

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

STUDENT PROFILE

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

A. Activity: **Cross Country Club**	Grades: 9, 10, 11
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 eight 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.	
B. Activity: **Student Council**	Grades: 9, 10, 11
Contribution: The Student Council is a group of representatives elected by the student body to plan and coordinate events throughout the year. I had the opportunity to join the council when I was elected class officer my freshman year, and I enthusiastically accepted the position. Student Council meets twice a week during free periods, and every day in the week leading up to an event. Student Council is responsible for many activities throughout the year including hosting pep rallies, coordinating the homecoming dance and tailgate, organizing prom and after-prom, and facilitating intramural sporting events. It requires creativity and leadership to both plan and execute these events. As a Student Council member, it is my responsibility to work these events; I have worked refreshments during homecoming festivities, participated in the haunted house, played intramural powderpuff football games, and performed in all of the pep rallies. My participation in Student Council has helped me to become a servant leader and has allowed me to get involved in the development of my school's future.	
C. Activity: **Academic Team**	Grades: 9, 10, 11
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.

D. Activity: **Future Business Leaders of America**	Grades: 9, 10, 11

Contribution: Future Business Leaders of America has aided in making my high school experience so far a great one. The school I attended as a freshman had the fifth largest chapter in the State of Kentucky - and we only had about 500 students in our school. I'm very thankful for this emphasis on FBLA because I've been able to serve the community, learn about business, and have fun competing the past three years. In 9th grade our huge chapter met on club days, which were monthly. In addition to these meetings, we hold events such as our Christmas party with underprivileged preschoolers that involved members in the community. At our high school, our chapter has continued to conduct monthly meetings, and I serve as parliamentarian of our chapter. We have held various community events such as our movie night for the March of Dimes and our trip to a local business owner's conference. Our chapter holds officer meetings every other week, and we are responsible for chapter reports and recruitment at the beginning of each school year. Personally, I manage meetings, create multimedia presentations, engage in the presentation at each meeting, and handle the competitive event sign up for our chapter. These responsibilities require about 5 hours of work a week total, with more hours closer to our larger events. With all of the FBLA events that occurred during the year, some of my favorites are the conferences that hold competitive events. Our chapter attends the fall leadership conference, the regional leadership conference, the State Leadership Conference, and the National Leadership Conference. Each year I've attended all of these conferences and each time I've been one of the only individuals to qualify for the National Leadership Conference from my chapter. I've traveled to Anaheim, California, and Nashville, Tennessee, to participate in these national conferences. The state conferences have been held each year at the Galt House in Louisville, Kentucky. These experiences have allowed me to listen to very interesting keynote speakers, network with other young students, and talk to students campaigning for state office. In the 9th grade, I won first place in the introduction to business communications event at regional competition, and placed 2nd in the event at state. In 10th grade, I competed in the same event and won both the regional and state competition. At the National Conference, I placed 5th overall of about 150 students. These events allowed me to learn so much about appropriate business conversations, presentations, and encounters that I will carry with me into the public arena in my future career. The competitions, leadership position, and community events have allowed me to create meaningful friendships and a lasting knowledge of how to survive in the business world.

E. Activity: **Volunteer Peer Tutoring**	Grades: 10, 11

Contribution: As an advanced student in several subjects, I enjoy volunteering my time to help other students who need help succeeding in some of their classes. During the high school soccer season last year, some of my teammates were struggling with their course work and grades. My coach asked me to help match upper course level student-athletes with student-athletes who needed extra help. We developed a system of tutoring players before and after practices and helped every student-athlete who participated in the program improve their grades and test taking techniques. I also took time out to refresh and quiz students on course material the week of big tests. I helped tutor students in Algebra, Reading, English, and History. I also kept teachers and coaches updated on the progress of their students and let them know the students were really trying to improve. I find it extremely rewarding to see the "light go on" in other students' eyes when they finally master a concept that has frustrated them. Devoting this time not only helps my teammates, but it is enjoyable and productive for me.

F. Activity: **Church Member**	Grades: 9, 10, 11

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 fellowshipping 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.

G. Activity: **Jefferson Community and Technical College on Campus Experience**	Grades: 11

Contribution: The early College Program offered at my school has changed my life. Three years ago, I never would have believed anyone if they told me I could obtain a college degree by age eighteen. However, this is exactly what I am doing. By the time I graduate high school, I will have acquired an Associate of the Arts degree at Jefferson Community and Technical College with 60 college credits. So far, I have obtained 15 credits this year, and I have passed all my college courses with high marks. My high school selects forty students including myself to send to college each semester. To be admitted into the program, students must have a 2.5 GPA or higher and must also write an extensive essay. To stay in the program, students must pass all their classes every semester. Every day, these students take a bus to Jefferson Community and Technical College to take their classes and enjoy the campus like real college students. Recently, the program was in danger of being reduced to only accept five students per semester, and I was fortunate enough to be selected as one of those five. This experience has taught me to hope for things I didn't believe were possible, and the students in this program have formed a unique community. We all care about each other's successes and failures. This program has not only given me the opportunity to earn a degree but has also taught me to lift up and encourage my peers. I am so proud and honored to be a part of this group.

H. Activity: **Kentucky Youth Assembly**	Grades: 9, 10, 11

Contribution: I have been attending the Kentucky Youth Assembly (KYA) since my freshman year of high school. KYA is a three-day mock Kentucky government conference hosted by the Kentucky Y for students from across the state. Each year that I have attended, I have played a different role in order to become more involved in the conference. I was a bill author my freshman year where I wrote a bill and presented it to the conference with two other delegates from my school. I handled the opening statement. Preparation was key to making a good impression so I practiced for weeks before the conference to make sure I was ready; our bill was one of the few bills passed into law at the conference that year. The next year, I acted as a Lobbyist, and I talked to delegates one-on-one to convince them to vote for particular bills. I was so successful that I was one of three selected to speak at the Governor's Budget Meeting. I also received the "Outstanding Lobbyist Award." This year, I ran for one of the highest positions for a student at the conference, executive office. I spent weeks preparing for my campaign, writing speeches, making posters, and creating business cards. At the conference, I gave a speech in front of 1,200 delegates and made numerous small speeches advocating for bills during debate. My lobbyist background helped me in this position because I had to convince numerous delegates to vote for me. I moved onto finals, and I was elected President of the Senate which is the third highest position in the conference. I am one of four candidates that is now a presiding officer, and I will attend conferences throughout the year culminating in KYA next year where I will preside over the Senate. I also received an Outstanding Speaker Award this year for my insightful speeches and preparation. KYA has allowed me to thoughtfully express my beliefs whilst growing and developing as a leader. It has fostered in me an appreciation for my state and helped me realize my interest in political science and law.

I. Activity: **Student Coach**	Grades: 10, 11

Contribution: I was honored my sophomore year to be asked by my high school football coach to train

middle school students on the fundamentals of football and the basics of offensive and defensive schemes during the summer months. I volunteered several days of my summer to help my coach facilitate Speed, Agility, and Quickness sessions along with varsity high school coaching staff for instruction of student-athletes. I also educated middle school wide receivers on basic route running techniques and defensive backs on proper defensive alignment. I liked showing the students that football was not only a physical game but also required quick mental agility. I enjoyed this experience so much that I started recruiting additional high school players to help train 50+ middle school athletes. I truly appreciated this opportunity to give back because I remembered how I looked up to the high school football players when I was younger. I tried my best to not only be a good football instructor, but also a good role model in every aspect of life by treating everyone with respect and courtesy.

J. Activity: **Drama Club**	Grades: 9, 10, 11

Contribution: Theatre has been a major part of my life since I landed the lead role of Jojo in Suessical in the first grade. I have appeared in both community and professional shows all over the tristate area, but my heart will always lie with the school's Drama Club. Each year we produce three shows; a fall play, a winter musical, and a spring murder mystery. Throughout my high school career, I have appeared in every musical, one murder mystery, and one fall play. The fall play focuses on character development and is dialogue driven which has allowed me to hone my acting skills and truly "dig into" a role. By becoming another person, the fall play has taught me to empathize with others. The winter musicals are the largest productions usually involving 40 or 50 people. The winter musicals have allowed me to meet new people from all grade levels and backgrounds in my community. The experience has helped me forge new friendships. My freshman year, I was cast as an ensemble member in the winter musical. At first, I was disappointed by receiving such a small role, but the experience taught me many valuable lessons including how to work in a small group and deliver a strong performance without detracting focus from the lead role. During my sophomore year, I was given a supporting role where I was challenged to deliver strong characterization and develop my line memorizations skills. This year, I am a featured character and have been awarded two solos. This experience has taught me to stay involved in an activity even if I am not considered the best and to pay my dues to be valued as a member of a club. The spring murder mystery demanded I hone and showcase my comedy and improvisation skills. Rehearsals for each of these shows are typically two or three hours after school starting six weeks before opening night of the show. Rehearsals ramp up to six hours after school every day during tech week. The long hours have not only taught me time management but also how to deal with pressure and stress. My stage experience has also helped me with my public speaking skills and allowed me to grow in my self-confidence.

Service

Service (Voluntary or Paid)

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

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

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

Potential activities to include in this section are:

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

Guidelines for Scoring:

Service

10 points maximum

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

(9-10 points):

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

(7-8 points):

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

(5-6 points):

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

(1-4 points):

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

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

Service	**Total Time Committed**	**Frequency of Service**
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 the opportunity to go to Hanna's school and mentor her. We usually start out just working through her homework. I quiz her on her spelling words for the week. We'll typically finish up with a game or activity of her choice 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. Hanna comes from a broken home and the love and attention I am able to give her just through small acts such as making bracelets or playing Candyland is improving her development and changing my heart. Every week, her energetic and lively spirit is contagious and she creates in me a desire and passion 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 that are struggling in math. Each week, I tutor students in Algebra for 1-2 hours. As a peer tutor, 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 for better success in the classroom. 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 through these weekly meetings.	**320 hours**	**Daily for 8 months**
Volunteer –High School Quick Recall Team Although I am on the High School Academic Team, I am not on the quick recall team: I am one of the only students that do not overlap. Because I already compete in a maximum of three Governor's Cup events, I cannot participate on this team. However, I capitalize on any chance I get to spend with the Quick Recall team in their practices and matches. The team has practices on Tuesdays and Thursdays, and generally I am able to make it to a few every month. At these practices, I moderate and operate the buzzers so that they can focus on developing their skills. At these matches, I officiate and help run any errands that	**225 hours**	**3 times a month for 10 months for 3 years**

our coach needs done. As I am not on the quick recall team, but still generally on the team, I have become the go-to girl when anything needs to be done at academic team practice. Through helping this team, I have developed my own academic team skills. I have also found joy in seeing the success of my fellow students. I am motivated to do my best in the presence of such intelligent people, and I am able to see the fruits of hard work.		
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 must 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 always a great event to connect with the community and give back to a great service organization.	**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. From a young age, I watched my sister mow our yard and I was so jealous because I wanted to be just like her. When I was thirteen, my dad finally 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 approximately 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 day a week for 5 months for 4 years**
Volunteer Parks and Recreation My love for sports started at a young age, and I have always tried to give back to my community while fostering that love. I found several opportunities to volunteer in my community throughout the year at Parks and Recreation sporting events. In the spring and summer, I work as a soccer referee. At the first soccer game I refereed, my calls received many complaints about my	**60 hours**	**Weekly for 6 months**

"whistleblowing authority," but I did not let one, bad first day get me down. I continued to work hard and am now considered one of the best referees in the league. Becoming a soccer referee allowed me to enjoy my passion for sports three times a week and establish roots in my hometown. In the winter, I work as a basketball timekeeper. I started out knowing nothing about how to work a scoreboard, but I quickly and eagerly learned everything I could. This has been a great experience, and I have learned a new love for a sport I hadn't previously enjoyed.		
Volunteer – Road Side Trash Pickup I participate in a road side trash pickup four times a year with my family and youth group. I pick up trash to serve my community and beautify my hometown. It can be long hours in extreme temperatures especially in the winter and summer months. It can also feel a little dangerous at times when cars are speeding close by you on the road. Sometimes, this experience can make me feel extremely frustrated to see all the litter on the side of the road that people have let fly out of their cars. This event has been an extremely humbling experience and aided my development as a mature, hardworking community servant and environmentalist.	**128 Hours**	**Quarterly for 4 years**
Paid – Job at Real-estate Office I value holding down a part time job whenever I can because I believe that if you have a strong work ethic you will be able to accomplish anything that comes your way. For the past three summers, I have had the opportunity to work at a real estate firm in my hometown. I work during the summer months for about 5 - 10 hours a week. I organize and file all the paper work in the office, shred old files, calculate expenses, and complete other general office work when needed. Through this opportunity, I have learned a lot about the real estate business and working with people. I've always enjoyed looking at the interior and exterior designs of houses, but I have learned a great deal about the housing market and what goes into selling/buying a house. I've also learned valuable career skills such as always showing up on time for work and exhibiting professionalism both in my dress and demeanor no matter what the circumstance.	**Approximately 300 hours**	**Weekly for 3 years**

Honors/Awards

Honors/Awards

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

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

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

Potential activities to include in this section are:

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

Guidelines for Scoring:

Honors/Awards

10 points maximum

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

(9-10 points):

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

(7-8 points):

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

(5-6 points):

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

(1-4 points):

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

STUDENT PROFILE (continued)

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

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

Code	Honor/Award	Grade	Individual or Group Honor
I	**Future Problem Solving Program International Competition – Finalist** Out of thousands of Future Problem Solving Teams around the world, my high school team made it to the International Competition and advanced to the second round of evaluation. We were named 12th place out of over 60 teams. This award validated us as one of the best teams in the world and demonstrated our hard work and determination as well as our individual and team organization and critical thinking skills.	**10th**	**Group**
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.	**11th**	**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.	**9th, 10th**	**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.	**9th**	**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/ideas that are entered into competitions. This year, I was elected to the office of Vice President by my peers for this club. Due to my new responsibilities	**11th**	**Individual**

	as Vice President, I was also given the opportunity to submit a research paper to compete in the Kentucky Junior Historical Society.		
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. Only approximately 25 males are selected from the entire state of Kentucky to represent their state in national competition, and it is a reflection of my hard work and natural talent to be among them.	**11th**	**Individual**
HS	**All A Honor Roll** Students are placed on the school's honor roll based on their overall academic excellence. In order to receive this honor, a student must maintain all A's throughout the school year. This award is a reflection of my dedication to maintain my high grade point average while staying involved in my community and participating in extracurricular activities.	**9th, 10th, 11th**	**Individual**
N	**National Society of High School Scholars** I was selected to become a member of the National Society of High School Scholars. This organization recognizes top scholars who have demonstrated leadership, scholarship, and community commitment. I was given a certificate for this honor. This honor is important to me because it gives me the opportunity to prepare for college, get connected with like-minded peers focused on academics and growth, and receive scholarships. Only one-quarter of my class was invited to join this prestigious group.	**9th, 10th**	**Individual**
S	**Kentucky Educational Excellence Scholarship Money** I received $500.00 worth of scholarship money through the Kentucky Educational Excellence Scholarship Program for receiving a 4.0 GPA my Freshman year. I have to maintain grades in all my classes, being sure to complete every assignment beyond expectations, study for tests, and speak with my teachers regularly when I do not understand a concept. This honor is a blessing because it will alleviate some of the financial burden of attending the college of my choice.	**9th, 10th, 11th**	**Individual**
C	**President – 4-H Teen Club President** For the past six months, I have been a member of the 4-H Teen Club. I began this program through my participation in 4-H summer camp, and further increased my involvement this year. I recently ran for president of the Teen Club against two other individuals and I was elected President of the club. I graciously accepted the duties that come with the position including running Teen Club Meetings.	**11th**	**Individual**
HS	**Captain – Powder Puff Football Team** My freshman year, 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.	**9th, 10th, 11th**	**Individual**

Writing Entry

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

1. Because the readers review such a large volume of writing entries, it is important that you catch their attention with a fresh or interesting way of looking at the norm. Show originality in ideas and let the reader see your individuality.

2. **Read all directions carefully**. You will lose points for failing to follow the directions. Be sure to double-space your writing entry.

3. You may type and attach your writing entry as a separate document if the application will not allow you to format your entry correctly.

4. **Write a first draft and then let it sit for a few days to a week**. At that time, read it again and begin the editing process. No one does his or her best work with the first attempt. The Writing Entry is worth 20 points of your total score, and you do not want to waste points by rushing through the writing process.

5. **Review your writing entry**. Many students fail to adequately or appropriately answer the question(s) posed in the prompt they chose. Did you address each section of the question?

6. Listed below is some advice based on common problems and areas in which the readers have noted that many applicants need improvement:

   - Your first sentence should capture the attention of your reader and make them want to read more.
   - Be careful when using the thesaurus option on your computer. Not all words listed will work for you, and some may sound unnatural.
   - Spell check and grammar check will not catch all errors. Proofread your writing entry.
   - Maintain a consistent and appropriate tone in your writing for the writing prompt you select.
   - Your writing entry should give your reader some indication of who you are as a person.

Governor's Scholars Program Writing Entry Scoring Guidelines

Formatting… 2.0 possible points

- Writing Entry is double-spaced

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; 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

2021 Writing Entry Steps

1. Length. In 500 words or fewer, please respond to one of the prompts on page 35.

2. 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.

3. Topic and Examples. Whichever topic you choose, be sure that 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.

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

5. Format. Your entry must be typed and double-spaced. Failure to follow directions will result in a loss of points. You may type and attach your writing entry as a separate document.

6. 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.

7. Helpful Hints. Review our "Helpful Hints: Best Practices & Important Information" document to find scoring guidelines and a rubric for this section (page 33).

2021 Writing Entry Prompts

Writing Entry Prompt 1
Some individuals have a background, identity, interest, or talent that is so meaningful to them that they believe their application would be incomplete without it. If this sounds like you, then please **share your story and how the talent, interest, etc., has helped you gain a sense of who you are and who you want to become.** Hint: Center your essay around your personal growth as helped by the background, identity, etc. and how you perceive your future growth.

Writing Entry Prompt 2
At the center of the Governor's Scholar Program logo, there is a torch symbolizing the human curiosity for knowledge and progress overall. Write an essay discussing your **understanding of "curiosity," how it has helped you cultivate your sense of self as the basis for a long-life personal trajectory.** Hint: Although "curiosity" is associated with learning and education, you may consider other aspects of life as well, e.g. social, political, intellectual, vocational, and spiritual curiosity.

Writing Entry Prompt3
What question or quote changed how you understand the world? Explain how this particular question (and its answer, answers, or lack of an answer) or quote (you read or heard) made a difference in your thinking. Hint: Do not spend most of your essay on providing an interpretation, summarizing the background, or establishing a historical context of the question or quote; what's important is your understanding and how the question or quote affected your worldview.

Writing Entry Prompt 4
Explain why a fictional character from a work of art (literature, music, visual arts, film) has been especially important to you. **Be sure to emphasize what the character reveals about you**. Hint: Do not spend most of your essay summarizing the novel, film, poem, or work of art; what's most important to us is what the work reveals about you.

Writing Entry Prompt 5
Choose one of your Extracurricular or Service Activities and **describe how you became involved and how the activity has made you aware of future opportunities to develop your character and/or skills, considering both successes and failures.** Hint: Keep in mind that it is about you, what you have gained and what you have contributed, rather than the activity itself.

Writing Entry Prompt 6
Choose one person that inspires you - a modern person or person from another era – but who you have never met, and imagine that you have been granted the opportunity to travel, meet and interview the person at her/his place during a brief period of time. **Who would you choose and what makes this an inspiring person? What would you ask and what insights will you gain?** Hint: Do not spend most of your essay describing the person and his or her biographical accomplishments; what's important to us is what your choice reveals about you.

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 foreign 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 him or her to submit your best recommendation.)

5. Ask a teacher who knows you well and who is impressed with you both academically and personally.

6. Try to select a teacher who gives you detailed, written feedback on tests, papers, homework, reports, etc. These teachers are more likely to make an extra effort in completing your recommendation and are able to give specific examples to support their comments.

Governor's Scholars Program
2021 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	☐1	☐2	☐3	☐4	☐5
Inquisitiveness, interest in class topics and issues	☐1	☐2	☐3	☐4	☐5
Ability to synthesize and grasp underlying principles	☐1	☐2	☐3	☐4	☐5
Creativity and originality of thought	☐1	☐2	☐3	☐4	☐5
Self-discipline, responsibility, and dedication to following through	☐1	☐2	☐3	☐4	☐5
Willingness to take academic risks	☐1	☐2	☐3	☐4	☐5
Motivation, initiative, and self-starting ability	☐1	☐2	☐3	☐4	☐5
Flexibility, willingness to adapt to new situations and accept changes	☐1	☐2	☐3	☐4	☐5
Cooperation, social and emotional maturity	☐1	☐2	☐3	☐4	☐5
Academic integrity and honesty	☐1	☐2	☐3	☐4	☐5
Consideration and attitude toward other students	☐1	☐2	☐3	☐4	☐5
Contributing member of the school community	☐1	☐2	☐3	☐4	☐5

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

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

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

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

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

Guidelines for Scoring:

Teacher Recommendation
10 points maximum

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

(9-10 points):

5's (8-12) **4's (0-4)** **1's, 2's, 3's (0)**

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

(7-8 points):

5's (6+) **4's (4-5)** **1's, 2's, 3's (1-2)**

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

(5-6 points):

5's (3-5) **4's (5-7)** **1's, 2's, 3's (3-4)**

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

(1-4 points):

5's (0-2) **4's (3-4)** **1's, 2's, 3's (5-6)**

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

Governor's Scholars Program
2021 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	☐1	☐2	☐3	☐4	☒5
Inquisitiveness, interest in class topics and issues	☐1	☐2	☐3	☐4	☒5
Ability to synthesize and grasp underlying principles	☐1	☐2	☐3	☐4	☒5
Creativity and originality of thought	☐1	☐2	☐3	☐4	☒5
Self-discipline, responsibility, and dedication to following through	☐1	☐2	☐3	☐4	☒5
Willingness to take academic risks	☐1	☐2	☐3	☐4	☒5
Motivation, initiative, and self-starting ability	☐1	☐2	☐3	☐4	☒5
Flexibility, willingness to adapt to new situations and accept changes	☐1	☐2	☐3	☐4	☒5
Cooperation, social and emotional maturity	☐1	☐2	☐3	☐4	☒5
Academic integrity and honesty	☐1	☐2	☐3	☐4	☒5
Consideration and attitude toward other students	☐1	☐2	☐3	☐4	☒5
Contributing member of the school community	☐1	☐2	☐3	☐4	☒5

As you respond to the following questions, please be sure to <u>include specific details and examples</u>. 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 and greatly benefit from the type of experiences the Governor's Scholars Program provides.

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

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. The Governor's Scholars Program would be a wonderful experience for him, providing a chance to interact with other talented students beyond our small town high school. I offer this outstanding young man the highest level of recommendation and praise.

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 accepted into a program that allows juniors and seniors to earn college credit in high school this year. 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 this amazing young man 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.

Governor's Scholars Program

Community Recommendation

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

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

Some tips for this section:

1. The recommendation **must** be completed on our GSP Community Recommendation Form. Letters of recommendation will **not** be accepted.

2. Give your recommender **AMPLE** time to complete the recommendation.

3. Ask a community member who knows you well and who is impressed with you personally and/or professionally. Ideally, your recommender should be someone who has interacted with you extensively and can provide a detailed perspective on you as a member of your community rather than a student.

4. You may want to ask **two** individuals to complete a community recommendation for you. Your Counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your best recommendation.)

5. Some examples of potential community recommenders are: boy/girl scout leader, employer, league coach, neighbor, youth director, minister, mentor, etc.

Governor's Scholars Program
2021 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	☐1	☐2	☐3	☐4	☐5
Cooperation, social and emotional maturity	☐1	☐2	☐3	☐4	☐5
Character, integrity, and honesty	☐1	☐2	☐3	☐4	☐5
Consideration for and attitude toward others	☐1	☐2	☐3	☐4	☐5
Flexibility, willingness to adapt to new situations and accept changes	☐1	☐2	☐3	☐4	☐5
Motivation, initiative, and self-starting ability	☐1	☐2	☐3	☐4	☐5
Willingness to pursue visionary ideas	☐1	☐2	☐3	☐4	☐5
Self discipline, responsibility, and dedication to following through	☐1	☐2	☐3	☐4	☐5
Creativity and originality of thought	☐1	☐2	☐3	☐4	☐5
Inquisitiveness, interest in a variety of topics and issues	☐1	☐2	☐3	☐4	☐5

As you respond to the following questions, please be sure to <u>include specific details and examples</u>. 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 his/her 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
2021 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, her mother, father, stepfather and four brothers and sisters as neighbors and friends. Over the years, our relationship has grown and expanded as I've interacted with Angela through numerous community service, church, and academic activities. I've watched Angela's level of involvement and impact grow in these pursuits over the years by leaps and bounds. Danielle has become more than just as neighbor and 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	☐1	☐2	☐3	☐4	☒5
Cooperation, social and emotional maturity	☐1	☐2	☐3	☐4	☒5
Character, integrity, and honesty	☐1	☐2	☐3	☐4	☒5
Consideration for and attitude toward others	☐1	☐2	☐3	☐4	☒5
Flexibility, willingness to adapt to new situations and accept changes	☐1	☐2	☐3	☐4	☒5
Motivation, initiative, and self-starting ability	☐1	☐2	☐3	☐4	☒5
Willingness to pursue visionary ideas	☐1	☐2	☐3	☐4	☒5
Self-discipline, responsibility, and dedication to following through	☐1	☐2	☐3	☐4	☒5
Creativity and originality of thought	☐1	☐2	☐3	☐4	☒5
Inquisitiveness, interest in a variety of topics and issues	☐1	☐2	☐3	☐4	☒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?

   Although several considerable strengths stand out when I think of Angela, undoubtedly her most prevalent strength is her overall level of integrity. She is honest and forthright, and has an inscrutable sense of trustworthiness. Her words and actions are always straight forward and genuine; what you see is what you get with her, which is refreshing in our somewhat "artificial world" where integrity is not valued nearly enough. Angela is above board and highly conscientious. She is the most trustworthy young person I know, and she understands how valuable having a reputation as a person of integrity is.

   I have entrusted her with responsibilities that are usually reserved for people much older than she. A great example of this is Angela's 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, and she worked closely with me to improve

the process/life experiences of each of these challenged adults. Without any hesitation, I know Angela will do what she says she will do, and she can be relied upon in a crunch. Being a teenager with this depth of integrity and sincerity takes a great deal of courage, and Angela is clearly driven by a strong inner moral compass. I believe this is derived from her unfailing 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 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. The level of attention amongst the volunteer population was growing year by year. It became more and more challenging to find trustworthy, reliable volunteers. This was a huge problem, as the residents did not adapt well to constant change. The never ending line of new faces was traumatic and unsettling for these residents, and a swift solution needed to be found. Angela had suggested that we more heavily recruit young adults/high school ages people to serve as volunteers. This began as a mail endeavor, but once she communicated the need within her school and church community, our volunteer population quickly grew, and became more stabilized as the rigor of work was more evenly distributed. 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 challenged adults, but also the team of volunteers we worked with. 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 coaching and feedback in order to make adjustments and improvements. Her questions were very detailed, as she wanted to confirm she had the best course of action, and clearly understood the short and long term picture.

Another solid example of Angela's leadership potential is her ability to think outside the box and creatively solve problems. I am a Human Resources Specialist and at one time I was a Training Specialist. I had just been promoted to Senior Training Specialist. I have always worked in these positions from home, within the "Virtual Contact Center". Angela has observed what I do, and has always taken a special interest in what I do. I was preparing for a new class of 196 late one Saturday night, and all of the sudden my computer crashed. I was supposed to log on at 8:00 a.m. the next day, and start training. Long story short, I had a spare laptop, which I could use for the job, but did not have any of my documents that I needed, and was in full blown panic mode. Angela happened to be visiting at the time, and she immediately sprang into action to lend a hand-- actually she saved the day.

Angela suggested I create Excel Spreadsheets instead of the out-of-date rosters/performance Word Documents that I had already used for my training classes. After a few fact finding questions, Angela began creating resources, most of which I still use today. She created several spreadsheets, and trained me on how to use them in a few short minutes. Next, she created a dazzling PowerPoint display that was a huge success with the trainees, and my coworkers the next day. Angela's quick thinking and technological expertise resolved my issues, and saved me tons of embarrassment. She has the ability to quickly and thoroughly assess a problem situation, and dives in immediately to fix it.

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 a plethora of strengths, talents and wisdom well beyond her years. I would expect her contributions to the Governor's Scholars program to be varied and plentiful. 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 facts and tidbits that she shares with her firmed, colleagues, and acquaintances. She seeks to become a modern day renaissance women, becoming eclectic in her knowledge. Her goal is to at least have an elementary knowledge in a vast amount of subjects. She can always pull out an interesting quote she has committed to memory from an ancient philosopher or author. Her intellect and zest for learning are impressive, and no doubt will go far in this world. The reason many of us grow to hate learning is because of the way we are accustomed to learning. To most of us learning is a chore, something that is forced upon us, and that is why we stray from it once our formal education ends. This is not the case for

Angela; she is a persistent self-educator and always has a project in the works that helped her learn something new. She understands curiosity is the beginning of a thrilling journey, not a task to be dreaded. She sees the joy and fun of learning, and that positive attitude spreads to others automatically. She constantly challenges and pushes her own boundaries, and never shies away from a tough area of study. This constant self-improvement/intrinsic learning style she possesses is contagious, and she will serve as a strong role model for her peers in the Governor's Scholars Program. 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 his/her chosen professional field?

   The topic of career choice has been one that Angela and I have addressed often, especially as she approaches her senior year of high school. 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. I know she will bring the same life-seizing tenacity and compassion to art therapy as she has to every other aspect of her life. I can see her making great strides in this field of study. Perhaps, one day I will be using her methods with my own residents. The beauty of all this, besides Angela's unceasing passion for life, 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 for that matter, 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.

   What is the most unique feature of Angela? That's a tough question to answer, since she is amazingly dynamic and truly unique in many ways. From a very young age, I've observed Angela 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; we borrow from each other's personal libraries. She has the ability to absorb and apply abstract principles, and transfer these points of learning to other fields and applications, which, as an educator, I believe is a relatively rare ability. She encourages me and my family to read more often and on a broader level.

   Additionally, Angela understands that she is in charge of her own learning outcomes; 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, and her enthusiastic attitude about learning is catching. 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. Others take her seriously. Because Angela is such a trustworthy and reliable young person, she is oftentimes asked to take on responsibilities and 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, and the people around her have super high expectations of her abilities as a natural result of it. 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. She has time management and organizational skills that most people much older than she have not even come close to managing. Occasionally, I would like to see her take some downtime; say "No, I won't be able to do that for you," or have just some plain and ordinary time for herself. She's an exceptional young lady, so of course she has exceptional ways. 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.

Governor's Scholars Program

Counselor Statement

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

Governor's Scholars Program
Counselor Statement

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Student's Name: **Sarah Jenkins**

Counselor's Name: **John Michaels**

School District: **North Central High School**

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

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

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

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Student's Name: **Joanie Sawyers**

Counselor's Name: **Mr. Jacob Smith**

School District: **Kentucky High School**

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

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

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