

Governor's Scholars Program Selection Process



Governor's Scholars Program



HELPFUL HINTS

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 for nomination and selection, 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.

Students must be nominated by their school districts or private schools to be considered for admission. They attend free of charge, needing only “pocket” money for personal and incidental expenses.

The 2012 program will be held on the Bellarmine University campus in Louisville, the Centre College campus in Danville, and on the Murray State University campus at Murray. Governor’s Scholars are drawn from across Kentucky and represent the diversity of the Commonwealth.

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

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

What It’s Like

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

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

If you are accepted, you must be prepared to get involved and to become a participating, contributing member of the Scholars’ community, academically and socially. Because there is 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 academic and personal potential
- cultivate their leadership capabilities
- expand their horizons
- develop the students’ flexibility, creativity and critical thinking

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

Academic Program

The program moves at a swift pace and advanced level as the Scholars concentrate on concepts, theory, and discovery. *The academic program is designed for 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 selects a **Focus Area** and participates in a **General Studies Area** and 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.

- (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 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 scholars 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 a nominee 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 a nomination, or should not apply.

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

Statement of Curriculum

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

1. **Focus Area** – Courses that allow a student to pursue a topic in-depth as a member of a small group stressing the development of ideas in the chosen discipline, with the option of additional independent study.
2. **General Studies** – Classes that emphasize inquiry, service-learning, community leadership and resolution development.
3. **Governor's Scholars Seminar (GSS)** – 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 on next page 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.

Warning: 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.

GENERAL STUDIES

Each scholar will be assigned to a General Studies group, which will meet about six to eight hours a week to study the problems posed by the instructor. Students whose focus area is in the sciences or mathematics will be assigned a general studies group led by an instructor in the humanities or social sciences and vice versa. The problems may range from producing a "Mr. Wizard" science show for local day care centers to such philosophical ones as "what is fear." The emphasis will be on 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 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, service learning through community projects is part of the General Studies class. The service-learning 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.

Focus Area Content Descriptions Are As Follows:

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

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

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

BIOLOGICAL AND ENVIRONMENTAL ISSUES: This course stresses contemporary issues in and interrelationships between the various biological sciences. It may include some work in the laboratory and field. Classes may focus on environmental issues that concentrate on one or more of the following areas: medical field, toxicology, and social policy.

BUSINESS, ACCOUNTING, AND 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.

COMMUNICATIONS AND SOCIAL STUDIES: (Media, Sociology, Gender Studies, etc.) This course provides exposure to the social and communication systems and forces that affect nations and individuals.

CREATIVE WRITING AND 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: In this course students study various societies and ways of life, including sub-cultures within our own civilization, and differentiate universal aspects of human behavior from those that are socially determined. It may also include archaeological activities.

DRAMA: This course explores various aspects of creative expression through both practice and theoretical study of the dramatic arts. Students may be exposed to the various aspects of the 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 to read and interpret film.

HEALTH CARE INDUSTRY: This course will focus on the various fields of study that deal with issues related to health 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 AND MASS MEDIA: This course will explore the many different means through which news and information are spread around the world. Students will acquire hands-on experience broadcasting through various media as they consider the practical and ethical implications of modern journalism.

MODES OF MATHEMATICAL THINKING: This course explores some of the more exciting, less traditional 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: 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 AND LEGAL ISSUES: Students in this course study various political and legal systems and forces that impact societies, individuals, and bring about change.

PSYCHOLOGY: The course stresses the psychological processes individuals share that lead to difference and conflict between peoples.

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

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

**Governor's Scholars Program
2012 Student Nomination
Important Dates**

- Sep 23, 2011** Last day for the Governor's Scholars Program to mail Student Nomination Packets to Superintendents, Principals, and Guidance Counselors
- January 11** Last day for school districts with only one school and private schools to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date. Usually 1 to 2 weeks.)
- January 25** 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. Usually 1 to 2 weeks.)
- April 13** Latest date for Governor's Scholars Program to mail notifications to students of their status: Accepted, Alternate, or Not Accepted.
- May 1** Last day for students to accept or decline their appointments. Those accepting must have signed contracts submitted to the Governor's Scholars Program by this date.
- May 1** 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 25** Latest date for Governor's Scholars Program to mail notification to Scholars of campus and focus area assignments.
- June 17** First Session Opening Day
June 23 Second Session Opening Day
June 24 Third Session Opening Day
July 21 First Session Closing Day
July 27 Second Session Closing Day
July 28 Third Session Closing Day

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

**2012 GOVERNOR'S SCHOLARS PROGRAM
SELECTION RATING FORM**

A. _____ (30 Points) Academic Achievement

1. _____ (0-15 points) Grade Point Average
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. _____ (40 Points) Student Profile

1. _____ (0-10 points) Extracurricular Activities
Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership and depth of commitment.
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.
3. _____ (0-10 points) Honors/Awards
Demonstrates achievement, unique talents, and competitiveness.
4. _____ (0-10 points) Leadership Project
Student will submit a 250-350 word description of a leadership project he/she has undertaken or would like to implement.

C. _____ (15 Points) Writing Entry

D. _____ (15 Points) Teacher Recommendations

E. _____ Total Score

Governor’s Scholars Selection Process

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

All applications are read blindly and are given a unique “journal number” to insure 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 class load.

The Academic Achievement Section is awarded points based on the attached charts.

Student Profile

The four sections of the Student Profile are ranked by four selection committee teams. It may be necessary to list duplicate information in these sections to garner maximum points. For example, if the student is Captain of the Basketball Team, the information will be listed as an Extracurricular Activity for participation and also as a 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.
- **Student Profile – Leadership Project**
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 six categories.

Teacher Recommendations – must submit two recommendations from core academic subjects and from 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.



Academic Achievement

Test Score

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

Grade Point Average

Guidance Counselors must submit the student's grade point average based on an unweighted 4.0 scale. Averages should include grades through the fall semester of 2011. Points are awarded for advanced or honors courses under Difficulty of Course Load.

Difficulty of Course Load

Guidance Counselors award students 1 – 5 points based on the level of classes taken through the fall semester of 2011. The number of advanced or honors classes taken, the number of foreign language classes completed, and electives chosen are considered.

ACADEMIC ACHIEVEMENT

2012 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 Percentile	
Points	Score
10	99
9	98
8	96-97
7	92-95
6	89-91
5	85-88
4	80-84
3	75-79
2	69-74
1	62-68

OLD SAT SCORES Verbal and Math	
Points	Score
10	1530-1600
9	1410-1520
8	1320-1400
7	1240-1310
6	1210-1230
5	1170-1200
4	1140-1160
3	1100-1130
2	1060-1090
1	1030-1050

NEW SAT SCORES Critical Reading, Mathematics and Writing	
Points	Score
10	2260-2400
9	2130-2250
8	1980-2120
7	1860-1970
6	1820-1850
5	1760-1810
4	1700-1750
3	1650-1690
2	1590-1640
1	1530-1580

GPA CHART	
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



Academic Achievement

2012 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Difficulty of Course Load

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

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



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. Please remember that the four sections of the Student Profile are ranked by four 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.

(40 Points) Student Profile

(0-10 points) Extracurricular Activities

Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership and depth of commitment.

(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.

(0-10 points) Honors/Awards

Demonstrates achievement, unique talents, and competitiveness.

(0-10 points) Leadership Project

Student will submit a 250-350 word description of a leadership project he/she has undertaken or would like to implement.



Extracurricular Activities

Extracurricular Activities

Be sure to provide evidence that you were a significant contributor to these activities rather than a name on a membership list. For example, what activities did you initiate and/or what responsibilities did you assume and what was the importance of your role? Activities can reflect participation in school, church, community, and civic functions or a personal talent/hobby.

Please review examples and the sample of Student Activities ranked highly by the Selection Committee.

EXAMPLES

- Readers' Club
This organization was created by my high school librarian in an effort to update the school library. I sample books and authors from outside sources and then recommend them to the librarian. She then reviews my input on each book or reading material and orders them for the high school. I also seek input from my peers. This encourages more reading, therefore more productive activity, from the student body as a whole.
- Church Hand Bell Choirs
I started in the children's hand bell choir in the third grade. In sixth grade, I advanced to the youth choir and am still part of it today. This year I was asked to join the adult choir. We practice weekly for a combined total of 1 hour and 45 minutes. In addition to performing monthly in church, the choir gives an annual Christmas Concert and performs at various community functions.
- High School Soccer Team
I am currently the starting goalie for the varsity soccer team. My freshman year, I started as a midfielder and was expected to play both offense and defense. My sophomore year, I tried out for the position of goalkeeper and was selected. After two years of developing this position, I am expected to be a leader on the field, directing the movement of the game and temperaments of the players.
- Special Olympics
I am the Cheerleading Coach for athletes with mental or physical handicaps. I put together practices, dance routines, and cheers to help them have fun while learning new skills. It is terrific to see their smiling faces as they dance and laugh.
- United Methodist Youth Fellowship
I have been a member of the youth fellowship group at my church for 5 years. I have participated in many rewarding community service and mission work projects. This participation has enriched my personal growth through my ministry to others. Examples of missions include volunteer work at local retirement homes, volunteer work at the Ronald

McDonald House in Memphis, TN, fundraising for ministry projects and aid to senior citizens in my community.

- Mock Trial Team

I served as a prosecuting and defense attorney on this highly ranked team. As a freshman, I competed in the J. Paul Keith Mock Trial Competition held at the Jefferson County Court House. In my very first competition, my team placed third. I was honored as a “Distinguished Attorney.”

- Student Council

In my role as Sophomore and Junior Class President I am part of a team that raised more than \$3,500 dollars for our class account. I also head several committees, including the Accessories Committee and the Prom Committee. As the Prom Chairperson, I initiated an unprecedented “Sophomore Cotillion,” or Sophomore Prom.

- FHA Club

Parliament procedures and community service are the primary goals of this club. I have served as Reporter/Historian one year and Vice-President of Star Events for two years. My contribution has been regular attendance, serving as an officer, and participation in community service. Each year I attend the state and national conferences to represent my local club.

- Year Book Staff

I am currently an active columnist, the Chief Sports Editor and Photographer, and review and make final decisions on the layout of the yearbook.

- Marching Band

Since my freshman year, I have been an active member of the marching band. Each summer throughout band camp I help teach new band members the fundamentals of marching through my role as a Squad Leader. I also participate in the band booster’s annual fundraiser, and have been a soloist for two years consecutively. I was awarded the position of Field Commander my junior year. I am also a band member host and am on the decorating committee for the Annual Lake Cumberland Marching Competition.

- Academic Team

During my sophomore year, I contributed by attending all Quick Recall practices and meets and by serving as the Junior Varsity Co-Captain. My junior year I was promoted to the Varsity Team where I attended all practices and meets. Both years I helped set up the buzzer system at all meets.

- National Honor Society

As a junior, I was elected to the position of Vice-President/President Elect. I have attended every Society function including “Haunted Hallways,” “Hero Appreciation Night,” a blood drive, and a refreshment stand at a local play. “Haunted Hallways” is a community event that is sponsored by the National Honor Society. I completely directed this event: publicizing it in the local newspaper, obtaining candy, decorating the high school, and recruiting students to dress up in costume. This event was held the same night as the community “trick-or-treat,” offering those children who do not live within the city limits the opportunity to receive candy for the holiday.



Service

Service (Voluntary or Paid)

Do not merely list service activities. 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.

Please review examples and the sample of Service ranked highly by the Selection Committee.

EXAMPLES

Service	Hours	Frequency	Length Involved
<p><u>Volunteer at Hospital</u> Assisted the Outpatient Surgery Department by helping recovery patients. This involved helping them walk around, getting them ice and drinks, talking to them, and taking them to their cars in wheelchairs and making sure they were safely on their way. This experience helped make me more aware that sometimes we all need a little help. It gave me a feel for how a surgery department is run. It taught me the value of confidentiality and helped me become more responsible because I knew that the staff and patients were depending on me.</p>	5 hours	Once a month	1 ½ Years
<p><u>Paid-Work on Family Farm</u> I am responsible for feeding 110 head of beef cattle. I help to mow, rake, and bale 1,000 square bales of hay annually.</p>	20 hours	Weekly	9 Years
<p><u>Volunteer-Angel Tree Program</u> I initiated and planned this school-wide project. Researched various agencies that would receive gifts; set up tree, made ornaments and labels; distributed flyers and announcements; collected, sorted and delivered gifts.</p>	15 hours	Weekly	2 Months x 2 Years
<p><u>Paid-The Hitching Post Tack Shop</u> I work at The Hitching Post, a horse tack shop. While working there, I have learned how to do inventory, to help customers, work the computers, and open and close the store. I have earned a lot of independence and am trusted to open and close by myself. It has been a very good experience for me because I have become familiar with what it is like to be responsible in a job and working for a boss.</p>	14 hours	Weekly	7 Months
<p><u>Volunteer Counselor-Louisville Zoo</u> I helped teach the campers proper respect for the environment by handling animals in front of them and educated them in the behavior of the animals with which they coexist. Through activities, I</p>	8 hours	Weekly	3 Months

helped the children become personally involved in their learning experience. It was a lot of fun interacting with kids and witnessing their amazement at what they learned each day.

Volunteer-Tutor at Local Elementary School 8 hours Weekly 3 Months

Travel to local school to work with 5 students to improve their reading skills. This includes the design of weekly lesson plans and completing progress reports. I feel that by completing this service I am helping to improve the lives of these students. They work very hard and it means a lot to me to see their joy as their reading skills improve.

Paid-Commercial Door & Hardware 10 hours Weekly 1 year

Worked as general laborer, swept, cleaned, assembled door frames, operated trash truck and forklift. Learned cleaning techniques for best efficiency. Developed social skills and problem solving techniques.

Volunteer-Play Music at Church 2 hours Weekly 5 years

Play piano prior to church until the service begins; also play specials for offertory and hymns for worship; have also taken part in special services including Christmas, Easter, and ordination services. I feel that anyone with a gift should share this gift with others. My music brings others enjoyment and helps to unite the community of our church.

Volunteer-Holiday Decorations at Assisted Living Facility 4 hours Annually 3 years

Helped lead students in decorating the doors at assisted living facilities; purchased decorations; went to the facility and decorated doors festively for the holidays. Taking time to complete this service always brings a smile to all the residents in the facilities and brightens their day.

Counselor at Church Retreat 60 hours Annually 2 years

Design Bible study lessons and daily activities for children attending summer camp. Help cook food and supervise approximately 20 children for 1 week.

Additional examples of service listed on applications include:

- Adopt-A-Highway
- Habitat for Humanity
- Volunteer at Soup Kitchen
- Fundraising for Cancer Society
- Mowing Yards
- Page for Kentucky House of Representatives
- Special Olympics
- Internships
- Baby-sitting
- Food Drive
- Athletic Coach
- Walk-A-Thon
- Salvation Army
- Toys for Tots
- Singing Christmas Carols

Sample – Student Profile – Service

List your service experience including voluntary, civic, church, or other community service. Indicate time involved (hours), frequency (once a week or month, one time only, etc.) and how long you have been providing the service (one month, one year, etc.). Additional pages may be attached if necessary.

<u>Service</u>	<u>Time</u>	<u>Frequency</u>	<u>Length of Time Involved</u>
Volunteer	4 hours	Once a week	2 years
Taught archery fundamentals at a city elementary day camp for disadvantaged youth. I felt a connection with the kids and appreciated the chance to help them experience archery for the first time.			

Volunteer	2 hours each practice or presentation.	Two times a week for 5 mos.	4 years
I am a member of a Christian youth choir that presents the message through song in area churches, malls, schools, and community gatherings. Using song enables us to go places that ordinarily would not be open to witnessing and to reach a large number of people at one time.			

Paid	20 hours	Weekly	3 Mon x 2 years
I work at a store that sells fresh produce and outdoor plants in the summer. My responsibilities range from loading mulch for customers to working the cash register. While working this job, I have learned about many of the plants that are sold and in what environment the plants will do best. This job has taught me to be responsible and has helped my parents out financially.			

Volunteer	9 hours	Once a year	1 year
My church youth group painted Christmas scenes on nursing home windows. The brightly colored windows brought Christmas cheer into the lives of the residents.			

Volunteer	48 hours	Once a year	2 years
Served as an instructor for multi-area 4-H horse camp for Western classes. I enjoyed being able to pass on skills to other 4-Hers that I acquired from a volunteer leader when I was the camper.			

Volunteer	6 hours	Once a year	1 year
I was in charge of the bicycle safety inspection station at our Cooperative Extension Service's Family Safety Fair. Helping the children learn about the importance of bicycle safety was very rewarding. There are so many who still do not realize the importance of wearing a helmet.			

Volunteer	10 hours	Once a year	3 years
Worked with the Angels on Earth Project. This project sponsors needy children and families at Christmas. I contributed and helped collect the canned goods, delivered the cans to the senior citizens center, and contributed toys and clothing as well as shopped for additional items. Working with this project expanded my understanding of the needs of those in our community.			

Volunteer	20 hours	Once a year	2 years
Served as instructor at basketball camp for middle and elementary school students sponsored by the high school basketball teams. This was a fundraising event for the team and a way for us to get to			



Honors/Awards

Honors/Awards

Awards received for school activities or from outside organizations may be listed. Do not abbreviate the name of the organization granting an award. If at all possible, be sure to include some awards. Students who leave this section blank are not as competitive as other candidates who are able to list multiple honors.

Please review examples and the sample of Honors and Awards ranked highly by the Selection Committee.

EXAMPLES

- Governor's Cup Competition
- Most Improved on Athletic Team
- 110% Award on Athletic Team
- 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
- TIP Program
- 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 National FFA Convention
- Essay Contests
- Academic Team Competitions

Sample – Student Profile – Honors and Awards

List honors and awards you have received in the past few years (9th-11th grades). Do not list those received prior to 9th grade unless of major significance (e.g. TIP Program, national or statewide award, etc.). Please do not list involvement in organizations and clubs unless you have been elected to an office or selected for a specific honor. (See Page SAF-3 for Extracurricular Activities.) Do not abbreviate award names. Example: “President, National Honor Society” – not “President – NHS.” (Additional page may be attached if needed.)

Code: I-International, N-National, S-State, R-Regional, D-District, L-Local, or School.

<u>Code</u>	<u>Honor/Award</u>	<u>Grade</u>	<u>Individual or Group</u>
L	Class President Elected by my peers to lead them throughout the year in class activities and competitions.	11 th	Individual
L	Teen Leadership Club Captain Elected to represent my class as a captain.	10 th	Individual
L	Teen Leadership Club Captain Elected to represent my class as a captain.	11 th	Individual
L	Speech Team Co-Captain Elected as Co-Captain of the school forensics team.	11 th	Individual
L	Secretary of Spirit Club Elected as Secretary of the Spirit Club.	11 th	Individual
L	Class Leadership Award Awarded to one person per class each year for demonstrating outstanding leadership.	10 th	Individual
R	Youth Advisory Board I was selected to be a member of the Catholic Youth Advisory Board, a small group of students from the Archdiocese, because of my involvement in church groups and mission work.	11 th	Individual
D	Recipient of Newcomb Family Scholarship Awarded \$1,000 scholarship for academic achievement.	9 th	Individual
R	Finalist in Colgate Country Music Showdown I was selected as a finalist in this country music vocal competition. My performance was recorded and later broadcast on local radio stations.	10 th	Individual
S	4H State Fair Instrumental Finalist Finished as a finalist in the state fair Variety	9 th	Individual

Show in the instrumental category.

R	4H Lincoln Trail Area Grand Champion Instrumental Won Grand Champion in the 4H Variety Show in the instrumental category.	9 th	Individual
R	4H Lincoln Trail Area Reserve Champion Vocal Finished as reserve champion in the 4H Lincoln Trail Variety Show in the category of vocal music.	9 th	Individual
R	Superior Plus Rating – Music Festival I earned a Superior Plus rating in this regional piano competition, the highest rating possible.	10 th	Individual
S	All-State Piano Ensemble Selected to participate in this state piano ensemble, chosen for performance in the National Guild Piano Competition.	10 th	Individual
N	Superior Plus Rating – National Guild Received highest rating in National Guild Piano Competition, awarded to pianists who perform numerous memorized works in a musical and professional manner.	9 th	Individual
N	Superior Plus Rating – National Guild Received highest rating in National Guild Piano Competition, awarded to pianists who perform numerous memorized works in a musical and professional manner.	10 th	Individual
S	Governor’s School for the Arts Selected as alternate in the Vocal Music division of this summer program for the state’s most talented high school students.	10 th	Individual
N	National Youth Leadership Forum on Medicine Chosen to attend annual forum on medical science held in eight cities across the United States. Eligibility based on information provided on pre-college surveys, scores, and recommendations.	10 th	Individual
S	Semifinalist in State Speech Tournament I placed as a semifinalist in the state speech tournament in improvisational speaking.	9 th	Individual

D	3 rd Place – District Varsity Basketball Tournament As a varsity player on the Eagles basketball team, we received 3 rd place in the end of the year district basketball tournament.	10 th	Group
D	5 th Place WKU Alumni Swing Finished fifth place in the Western Kentucky University Alumni Swing Tournament in the category of improvisational duo.	11 th	Group
L	Recipient of Annual Summerfield High School Academic Scholarship Awarded to five incoming freshmen each year based on scoring in the 90 th percentile on the Archdiocese of Louisville High School Placement Test.	9 th	Individual
L	St. Dominic Youth Choir Director Chosen to direct the St. Dominic Youth Choir.	9 th	Individual
L	Summerfield High School Auction Choir Coordinator Asked to direct and coordinate the school auction choir.	11 th	Individual
L	Summerfield High School Auction Choir Choreographer Asked to choreograph performance for the school auction choir.	11 th	Individual
L	Summerfield Today Show Anchor Selected to be an anchor on the school news show.	11 th	Individual
L	Summerfield High School Choir Group Leader Selected to lead my group, the tenor section, by scheduling practices.	11 th	Individual
L	Junior Toastmaster Elected to lead the Junior Toastmaster meetings.	10 th	Individual
D	Young Leadership Institute I was one of five selected by an application process from my school to participate in this leadership program.	10 th	Individual
D	Lincoln Trail Youth Salute Awarded to students who demonstrate outstanding leadership and achievement.	11 th	Individual

L	National Honor Society Accepted into this society for demonstrating good character, involvement, leadership, service, and scholarship.	11 th	Individual
S	5 th Place State Speech Tournament My school's forensics team placed fifth out of all the schools in Kentucky who participated in the competition.	9 th	Group
R	1 st Place in Regional Speech Tournament As a member of the speech team, we received 1 st place in the end of the year regional tournament, advancing us to the state competition.	9 th	Group
D	2 nd Place – Rocket Invitational As a member of the speech team, we received 2 nd place in the Assumption Rockets Speech Tournament.	9 th	Group
D	2 nd Place – Western Kentucky University Speech Tournament As a member of the speech team, we received 2 nd place in the WKU Invitational Swing Speech Tournament.	9 th	Group
D	3 rd Place – Thelma Beeler Speech Tournament As a member of the speech team, we received 3 rd place in the Annual Thelma Beeler Invitational Speech Tournament.	9 th	Group
D	3 rd Place – Central Hardin Speech Tournament As a member of the speech team, we received 3 rd place in the Central Hardin High School Invitational Speech Tournament.	9 th	Group
D	5 th Place – Graves County Speech Tournament As co-captain of the speech team, we received 5 th place in the Graves County invitational speech tournament.	11 th	Group
D	1 st Place Graves County Speech Tournament Received first place in Graves County Invitational Speech Tournament in the category of improvisational duo speaking.	9 th	Group

D	2 nd Place WKU Speech Tournament Received second place in the Western Kentucky University Invitational Speech Tournament in the category of humorous interpretation.	11 th	Individual
D	4 th Place Christmas Classic Won fourth place in the Western Kentucky University Christmas Classic Speech Tournament in the category of improvisational duo.	11 th	Group
S	Academic All-State First Team Presented for outstanding academic achievement by maintaining a cumulative grade point average of a 3.75 or higher while participating in Varsity high school athletics.	9 th	Individual
S	Academic All-State First Team Presented for outstanding academic achievement by maintaining a cumulative grade point average of a 3.75 or higher while participating in Varsity high school athletics.	10 th	Individual
L	Summerfield High School Theology Award Awarded to one male and one female student each year for demonstrating their faith.	9 th	Individual
L	Summerfield High School Spanish Award Awarded to one male and one female student each year in all levels of the Spanish language classes.	9 th	Individual
L	Summerfield High School Geometry Award Awarded each year to the student with the highest grade point average in their Geometry class.	10 th	Individual
L	All-A Honor Roll Awarded to students who maintain an A average throughout the school year.	9 th	Individual
L	All-A Honor Roll Awarded to students who maintain an A average throughout the school year.	10 th	Individual
L	All-A Honor Roll Awarded to students who maintain an A average throughout the school year.	11 th	Individual
L	Lettered in Academics Received Letter for maintaining an All-A	9 th	Individual

average throughout the year.

L	Lettered in Academics Received Letter for maintaining an All-A average throughout the year.	10 th	Individual
L	Lettered in Forensics Received Letter for the Forensics team.	9 th	Individual
N	National Society of High School Scholars Accepted into this prestigious society for my academic performance as well as my community involvement.	11 th	Individual
R	2 nd Place – Varsity Basketball Tournament As a varsity player on the Eagles basketball team, we received 2 nd place in the annual Marion County Varsity Basketball tournament.	10 th	Group
D	2 nd Place in 5-K Road Race 18 & Under Finished second place in the Washington County Sorghum Tobacco Festival and Fair 5-K Road Race, 18 and under division.	9 th	Individual
D	4 th Place – Bardstown Invitational Speech Tournament As co-captain of the speech team, we received 4 th place in the Bardstown Halloween Invitational Speech Tournament.	11 th	Group
L	Student Council Class Representative Elected to be a homeroom representative for Student Council.	11 th	Individual
L	Champion – 1 on 1 Competition I won Champion of the Summerfield High School Freshman Eagle Camp 1 on 1 tournament.	9 th	Individual
L	Champion – “Hotshot” Competition I won Champion of the Summerfield High School Freshman Eagle Camp “Hotshot” Competition, scoring the most points in a one-minute time period.	9 th	Individual
L	Valedictorian Achieved valedictorian of my eight grade class.	8 th	Individual



Leadership Project

YOUR PROJECT

One of the Governor's Scholars Program's missions is to enhance scholars' leadership ability and skills over the five weeks spent on campus. Your GSP application should reflect the areas in which you have showcased your talent as a leader.

In 250-350 words, please describe a leadership project you have undertaken or would like to implement at the local, state, national or international level. Be as specific and concise as possible, keeping in mind that your project may evolve over time as you develop it. At this point, what you can do with your project is limited only by your own imagination.

Responses will be evaluated not in terms of scope, but rather in terms of logical thought and organization, the effectiveness of the intermediary steps, and the relation of the ultimate outcomes to the initial goal.

EXAMPLE LEADERSHIP PROJECT 1

Scope of Project

While teaching my eighty-eight year old grandfather how to program numbers into his cell phone a few weeks ago, I realized that with advances being made in technologies every day, older generations have become out of date with simple technologies teenagers take for granted. To help bridge this gap, I propose free weekly workshops taught by high school students that would educate older people on different technologies. Each class would be on a different topic. That way, people could pick and choose which specific workshop they wanted to come to, or come to them all. These workshops would bring the younger and older generations together, and each would be able to learn and grow by experiencing one another. Depending on the success of the workshops, I could coordinate new classes that delve further into uses of today's technology. The goal of this project is to join old and young people together, while teaching much needed skills.

Development and Implementation of the Project

- Form a group of students able and willing to devote time into creating and researching the curriculum, securing time and location, advertising, and teaching.
- Weekly Workshops:
 - Preparation:
 - Create a simple but informational plan to teach the information.
 - Schedule a time at a local high school where we could use the projector and computers to teach the material.
 - Advertise the workshops in the newspaper and flyers around the community.

- Structure of Classes:
 - There would be five main classes:
 1. Use of Cell Phones
 2. Text Messaging
 3. Navigating the Internet
 4. Email and Online Messaging
 5. Word Processing
 - One main instructor and five or more assistants would volunteer for each class, where the instructor would present the material, and assistants would aid individual needs and to help the class go quickly and smoothly.
 - Each one-hour class would have a thirty minute presentation on the topic and thirty minutes of hands-on learning with the technology.

After each session, the group would be given an evaluation to further improve the next class.

EXAMPLE LEADERSHIP PROJECT 2

Scope of Project

Growing up, my older sister spent a large amount of time in Kosair Children's Hospital. Watching my sister in the hospital often left me worried and frightened. I recall having few distractions from this worry. Many times, I would have taken great delight in playing in the playrooms that were in the hospital. However, due to various health codes, siblings of patients are currently not allowed in the playrooms. This is what I aim to change. About seven months ago, the idea of creating a playroom, specifically for siblings at Kosair, began to take form. This playroom's design is to be a place of distraction and retreat for siblings as they face the stress of having a brother or sister in the hospital.

Development and Implementation of Project

- Obtaining approval
 - Presented the idea to the Youth Advisory Council at Kosair. They agreed with the idea.
 - Wrote a letter to the hospital administration explaining the need for this playroom.
 - Received their approval and approximate budget for construction and toys.
- Brainstorming and Planning
 - Upon receiving approval, I returned to the Council for brainstorming.
 - We brainstormed toys we would include that would best suit the needs and wants of the siblings. We had to consider the range in age and interest of the siblings.
 - We developed possible locations for the room based on cost-efficiency and alignment with safety codes, then decided upon a location that would be feasible.
 - Worked with a hospital-appointed interior designer to plan the arrangement of the room.
- Completion
 - Construction began in August and will be completed within the year.
 - Purchased toys with the budget given and with the help of the Council.
 - Following construction, move in toys and decorate.
- Open to siblings of patients staying at Kosair Children's Hospital.



Writing Entry

The Selection Committee members rank writing entries using the attached rubric as a guideline. **It is required that the writing entry be double-spaced, 500 words maximum, and typed.** 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. A writing entry on even the most common of subjects should 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.
3. If you prefer, you may type your essay in a separate document.
4. Write a first draft and then let it sit for a few days to a week. At that time, read it again and begin the editing process. No one does his or her best work with the first attempt. These essays are worth 15 points of your total score and you do not want to waste points by rushing through the writing process.
5. Review your essay. Many students fail to adequately or appropriately answer the question(s) posed in the prompt they chose. Did you address each section?
6. Listed below are some common problems and areas in which the readers have noted that many applicants need improvement:
 - Idea not supported by relevant and pertinent details – The reader should have a vivid picture in his/her mind of the idea you are trying to portray.
 - Be careful when using the thesaurus option on your computer. Not all words listed will work for you, and some may sound stilted.
 - Spell check and grammar check will not catch many errors. These are only step one in the writing process.
 - Maintain a consistent and appropriate tone in your writing for the essay question you select.

Governor's Scholars Program Writing Entry Rubric

Purpose/Audience

- Limited awareness of audience and/or purpose 0.0
- Some evidence of communicating with an audience for a specific purpose; some lapses in focus 1.0
- Focused on a purpose; communicates with an audience; evidence of appropriate voice and/or suitable tone 2.0
- Establishes a purpose; maintains clear focus and strong awareness of audience; appropriate tone 2.5
- Establishes a purpose; maintains clear focus throughout; evidence of distinctive voice appropriate to audience 3.0

Idea Development/Support

- Minimal idea development; limited and/or unrelated details 0.0
- Unelaborated idea development; minimal and/or repetitious details 0.5
- Depth of idea development supported by relevant details 2.0
- Depth and complexity of ideas supported by rich, engaging, pertinent details 2.5
- Depth and complexity of ideas supported by rich, engaging, pertinent details; evidence of analysis, reflection, insight 3.0

Organization

- Random and/or weak organization 0.0
- Lapses in organization and/or coherence 1.0
- Logical, coherent organization 2.0
- Well-crafted, skillful organization 2.5-3.0

Sentences

- Incorrect and/or ineffective sentence structure 0.0
- Simplistic and/or awkward sentence structure 0.5
- Controlled sentence structure 1.0
- Varied sentence structure 1.5
- Advanced sentence variety, structure, and length that enhances writing 2.0

Language

- Incorrect or ineffective language 0.0
- Imprecise and/or simplistic language 0.5
- Acceptable, effective language 1.0
- Precise and/or rich language 1.5-2.0

Correctness

- Frequent errors in spelling, punctuation, and capitalization 0.0
- Some errors in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis 0.5-1.0
- Very few errors in spelling, punctuation, and/or capitalization relative to length and complexity 1.5
- Skillful control of spelling, punctuation, and capitalization 2.0

Two (2) points will be deducted for failure to double space your entry.

2012 Writing Entry Prompts

In 500 words or fewer, please respond to one of the prompts below. Be sure to fully address all questions and/or considerations posed in the prompt you select; points will be deducted from your score if you fail to do so. The diction and tone of your response, as well as the audience to which it is addressed, should be consistent with the format specified at the beginning of the prompt.

**Your entry must be typed and double spaced.
Failure to follow directions will result in a loss of points.**

1. **PERSONAL ESSAY**: Share the lyrics from the single song verse that is most significant to you. What, specifically, about this verse gives it special meaning for you in your life today? In what ways do the lyrics resonate with your past or present experiences, your hopes for the future, and/or your overall philosophy of life? Why does this song have greater meaning for you than it might for others who hear or perform it?
2. **LETTER TO A LONG-LOST FRIEND FROM YOUR FUTURE SELF**: It is 2023 and you have recently rediscovered a high school friend with whom you had lost contact. Compose a letter to that person, re-introducing yourself. What have you accomplished since high school? What do you consider to be your greatest successes and your most valuable failures? As you describe your personal and professional goals, be sure to mention how your plans have changed in ways that your high school self never could have foreseen.
3. **PERSONAL ANECDOTE**: Tell a story about an event that involved you that your family members will be retelling for years to come. What insight(s) did you gain from the moment described in that story? Are there any lessons you have learned from your current perspective that you did not learn at the time? What insight(s) did your family member(s) gain?
4. **EDITORIAL**: What future invention or innovation do you believe will most significantly impact the world? Why? Be sure to discuss the potential short- and long-term ramifications of this development, both positive and negative.
5. **NEWS STORY**: As part of a Kentucky gubernatorial campaign, one of the candidates will be spending a day in your hometown. You have been chosen to host this candidate and to lead him/her on a tour of the town. What an honor! The tour itinerary is completely up to you. Where will you take the candidate first? Why? What significance does your first stop have to an issue that is important to you? How might taking part in your tour help the candidate become a stronger leader for all Kentuckians?
6. **SPEECH TO YOUR FELLOW STUDENTS**: You have just been elected president of a national student organization. What one issue do you feel that it is most important for you to address during your presidency? How does this issue relate to the organization's mission? What is your goal with regard to this issue and how will you go about achieving it?



Teacher Recommendations

Two teacher recommendation forms are required. Let your selected teachers know that this recommendation is important to you and what participation in this program would mean personally. Please let your teacher know that the forms may be downloaded from our website at www.gsp.ky.gov.

Some tips in this area include:

1. Please give teachers **AMPLE** time to complete the recommendation.
2. Be sure to select teachers in core academic subjects from 9th, 10th or 11th grades; e.g., math, science, English, social studies, or foreign languages.
3. You may want to ask **three** academic teachers to complete the forms. Your guidance counselor can then submit the best two of three. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your two best recommendations.)
4. Ask teachers who know you well and are impressed with you both academically and personally.
5. Try to select teachers who give you detailed, written feedback on tests, papers, homework grades, reports, etc. These teachers are more likely to make an extra effort in completing your recommendation.

(Please see attached samples.)

to blossom. I can understand why her camp kids voted her “Best Junior Counselor.” She genuinely likes people and I see the evidence in her daily interactions in class. I really believe “Jerri treasures people.” says volumes. Had I small children, Jerri would be my choice as a babysitter – the supreme compliment and evidence of trust! While others list “sleeping, going out with friends” as their hobbies, Jerri efficiently juggles a very full schedule with enthusiasm. She is a sponge – soaking up opportunities for growth.

3. To what degree is this student well rounded (special talents, interests, extracurricular involvement...), and what can this student contribute to the program? This additional information will be helpful in the selection process.

A published writer, a dance instructor and enthusiast (Jerri recently entertained during the intermission at WKU’s Homecoming Step Show), a camp counselor, an Honor student, a television interviewer – Jerri wears many hats fashionably well. How many her age would be thrilled for the chance to see the Gutenberg Exhibit at the Louisville Main Library with her holiday camp children? How many her age have been published by the National Writing Project (I say that very proudly as a Louisville Writing Project alum), have competed, much less placed, in State Fair competitions, or won a “Spirit of Louisville Award” for community service as Jerri can proudly claim? (Interestingly enough, though, she would never brag about these accomplishments. She is very modest.)! Your investment of five weeks in Jerri will reap infinite returns to our community. I am absolutely sure of that!

Governor's Scholars Program Teacher Recommendation Form

PLEASE TYPE

Teacher's Name Ms. Smith Student's Name Garrett Doe

Subject(s) you have taught this student: History

9th grade: 10th grade: 11th grade:

Is an AP or Advanced class offered in this subject? Yes No
 Is this an AP or advanced class? Yes No
 Is this an honors class? Yes No

Please circle the number that indicates the extent that you perceive this student has demonstrated the qualities listed below. 5 represents the highest level and 1 represents below average. Indicate an "in-between" by writing the number with a "+" or "-" after it.

Participation, attentiveness in class, inquisitiveness	1	2	3	4	5
Problem-solving ability	1	2	3	4	5
Enthusiasm, interest about 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 risks and desire to find new solutions	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 with teachers and others	1	2	3	4	5
Character and integrity, as exemplified by honesty and helpfulness to others	1	2	3	4	5
Consideration and attitude toward other students	1	2	3	4	5
Social and emotional maturity	1	2	3	4	5
Ability to handle freedom	1	2	3	4	5
Potential for growth	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 on which to base their score. Feel free to attach an additional page, if necessary.

1. What do you consider to be this student's particular strengths and weaknesses? Please comment on the student's attributes and abilities both inside and outside of the classroom.

Garrett is an excellent student, who is very attentive and participates in all class activities. As a result, he is able to grasp and synthesize the concepts being taught. Garrett has a good sense of humor, which he is able to use good-naturedly on himself whenever he makes mistakes. He has an enthusiasm and curiosity for learning that is unparalleled and is very motivated to become the best student he can be. There are many other fine students applying to the Governor's Scholars Program. What separates Garrett from the others is his commitment to excellence, willingness to try new solutions, and his ability to be a self-starter.

2. Please comment on this student's stability, character, and maturity. How does this student relate to peers, teachers, and others? If you are aware of any hardships (social, emotional, or otherwise) that may deter this student from fully participating in the Governor's Scholars Program, please note them here.

Garrett is articulate, clear thinking, and above all, mature and most responsible. He has a strong value system and he is always true to that. He is interested and concerned about his fellow students and is always ready to help them whenever they are in need. He is, in my judgment, one of the finest young men I have had the pleasure of teaching in my career. My experiences with him outside the classroom were chaperoning school-sponsored trips. I found

him to adapt well in different environments away from home. During a six-day trip to Washington, D.C. he roomed with three other students. Also during a 22 day backpacking trip through Europe last summer he roomed with several other students and never was there any indication of him not getting along with the other students. His maturity convinced me that he is able to handle the freedom and responsibilities that come with participating in the Governor's Scholars Program. To my knowledge there are no social/emotional, physical, or financial hardships that may deter Garrett from keeping up with the pace or benefiting through participation in the Governor's Scholars Program.

3. To what degree is this student well rounded (special talents, interests, extracurricular involvement...), and what can this student contribute to the program? This additional information will be helpful in the selection process.

Garrett is active in the German Club, National Honors Society, Beta Club, Varsity Soccer Team, and several other activities. In addition to these, he is also a member of his church youth group. His ability to tolerate differences, his ability to communicate well, his ability to adapt to new situations, his scholarly approach to problem solving, and his sincere love, patience and consideration for his fellow students make him an excellent candidate for the Governor's Scholars Program.



Guidance Counselor Statement

The Guidance Counselor Statement is used to submit any additional information that may be significant and relevant and has not otherwise been noted or introduced in the application. The Guidance Counselor Statement is not required. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence, and how or why this student is likely to benefit by participating in the Kentucky Governor's Scholars Program. (Please see attached samples.)

Governor's Scholars Program Guidance Counselor Statement

The mission of the Governor's Scholars Program is to enhance Kentucky's next generation of civic and economic leaders. We are particularly interested in any information you can provide that demonstrates how this candidate is well suited to help further this mission. The Guidance Counselor Statement is used to submit any additional information that may be significant and relevant and has not otherwise been noted or introduced in the application. The Guidance Counselor Statement is not required. The counselor should indicate if this student has overcome adversity and how or why this student is likely to benefit by participating in the Kentucky Governor's Scholars Program. Out of concern over demands on your time, please provide only new information not provided elsewhere. (If submitting the Guidance Counselor Statement, please send two copies.)

Student's Name: **Sarah Jones**

Guidance Counselor's Name: **Lisa Williams**

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 already learned to appreciate how rewarding a life of service can be. As a result, she hopes to become a pediatric physician and is striving to achieve this goal. She makes good grades a priority and has an excellent academic record. She has so much potential and becoming a Governor's Scholar would help her along her journey toward a life of helping others. Please give her application thoughtful consideration.

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

Governor's Scholars Program Guidance Counselor Statement

The mission of the Governor's Scholars Program is to enhance Kentucky's next generation of civic and economic leaders. We are particularly interested in any information you can provide that demonstrates how this candidate is well suited to help further this mission. The Guidance Counselor Statement is used to submit any additional information that may be significant and relevant and has not otherwise been noted or introduced in the application. The Guidance Counselor Statement is not required. The counselor should indicate if this student has overcome adversity and how or why this student is likely to benefit by participating in the Kentucky Governor's Scholars Program. Out of concern over demands on your time, please provide only new information not provided elsewhere. (If submitting the Guidance Counselor Statement, please send two copies.)

Student's Name: **Tina Sawyers**

Guidance Counselor's Name: **Mr. Christopher Hermann**

School District: **Kentucky High School**

Tina is a student who has faced the adversity of coping with a chronic illness: diabetes. At a time in life when many students would feel defeated about having this disease, Tina has remained unfailingly positive about her circumstances. She works to maintain her health and makes several trips to the office each day to keep her blood sugar regulated. She also goes above and beyond to be an active member in school activities. The challenge of taking responsibility for her health in a way that allows her to maintain her active lifestyle has given Tina a maturity that distinguishes her from her peers.

Tina is also a critical thinker, the kind of student who is eager to accept challenges and takes on a high degree of responsibility. She is similarly proactive outside of school, as she often assists her father with his janitorial work. Her mother is deaf, and, as a result, Tina has a great deal of responsibility at home. She is a wonderful role model for kids as a young person who has found success with her determination to achieve her own goals and her commitment to others.

Tina has a great deal of potential and an experience such as the Governor's Scholars Program would give her an opportunity to enrich her own life, as well as those of others.

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



**Governor's Scholars Program
1024 Capital Center Drive, Suite 210
Frankfort, KY 40601**

Phone: 502/573-1618

Email: jerri.seeders@ky.gov

www.gsp.ky.gov