

Governor's Scholars Program: 2024 Student Application Checklist

Note: If you are using Google Docs, or a web based application other than MS Word, you can highlight your selections instead of using the check box. In order to complete the application, please download the PDF and complete the forms in Google Chrome, Adobe Acrobat DC, or another PDF viewer. Writing entries should be submitted as a Word document, double-spaced.

Application(s) must include and be submitted in the following order:

- ___ Completed Student Application Front Page
 - ___ complete address
 - ___ parent/guardian email
 - ___ sex / race

- ___ Focus Area Page (must have student's name in top right corner)
 - ___ **Three** focus area choices selected

- ___ Consent Form
 - ___ signed by both the student and a parent/guardian

- ___ Student Profile (Extracurricular Activities, Service, and Honors/Awards)

- ___ Writing Entry

In addition, Counselors should include:

- ___ Completed Counselor Page
 - ___ name and telephone number for Counselor
 - ___ marked test score, unweighted GPA, and difficulty of course load

- ___ Copy of official test score. Score included should be that which gives the student the most points in the scoring process. Test must be from students 9th, 10th or 11th grade year. ACT, PSAT or SAT

- ___ Copy of student's transcript that shows clearly student's **unweighted** GPA.

- ___ Counselor Statement - Three copies, if included.

- ___ One 2024 Teacher Recommendation Form - one completed **2024** Teacher Recommendation Form from a teacher that taught the student in the 9th, 10th, or 11th grade in an academic subject: (e.g.: English; social studies or history; foreign languages; the sciences; or mathematics).
 - ___ both student and recommender name boxes complete
 - ___ subject line and year taught are marked/completed
 - ___ verify one number is checked for **each** quality listed.

- ___ One 2024 Community Recommendation Form - one completed **2024** Community Recommendation Form from a community member who is not a member of the student's family, or of any GSP Selection Committee and who can provide a perspective of the applicant as a community member rather than as a student.
 - ___ student name and recommender name/position boxes are complete
 - ___ verify one number is checked for **each** quality listed.

REMEMBER:

- Check to make sure all pages are included, including all attachments.
- **One-Sided copies ONLY. Do not staple applications! Use ONLY paper clips.**
- Please **keep a copy** on file of all applications submitted to the Governor's Scholars Program. Copies should be kept until June of the current school year.

**DO NOT
STAPLE**

**2024 Governor's Scholars Program
Student Application Form**

**For GSP Office Use
Only**

**IMPORTANT: Keep a copy for your records.
Refer to Helpful Hints at gsp.ky.gov**

Journal No. _____

Focus Areas:

*****Application Must Be TYPED**

School District	High School
County of Residence	School County

Student Information:

First Name	Middle Name	Last Name		
Preferred Name		Email:		
Address (Street/Route/Post Office Box)		City	State	Zip
Phone () -		Birth Date (MM/DD/YY) / /		

Parent/Guardian Information (Please Note: Correspondence from our office will be addressed as listed below)

1. Full Name (With Title: i.e., Mr./Mrs., Dr., Rev., etc.)		Primary Phone () -		
Home Address (Type SAME if address is same as applicant's)		City	State	Zip
Place of Employment		Secondary Phone () -		
Occupation and Title		Email		
2. Full Name (With Title: i.e., Mr./Mrs., Dr., Rev., etc.)		Primary Phone () -		
Home Address (Type SAME if address is same as applicant's)		City	State	Zip
Place of Employment		Secondary Phone () -		
Occupation and Title		Email		

The following information is requested for statistical purposes.

Sex: ___ Female Race/Origin: ___ White ___ Hispanic ___ Black/African-American
 ___ Male ___ Asian ___ Native American ___ Other (specify) ___

2024 FOCUS AREAS

Indicate below three preferences for the focus area that you would like to study. Before making your choices, please read the **Statement of Curriculum**, which describes each focus area in more detail. Choose subjects that you would like to know more about. Do **NOT** choose subjects in which you feel deficient in the hope of improving your skills with summer study. You may wish to consult your teachers, families, and others before listing your preferences.

Every effort will be made to provide you with one of your three choices. If accepted, you will receive a letter from your instructor before the program opens describing in greater detail what your focus area will encompass.

Subjects may be presented in a variety of non-traditional and interdisciplinary ways that may differ from what you expect or have experienced. Remember, courses are offered for academic enrichment, not for advanced skill training.

OF THE FOLLOWING CHOICES, CHOOSE ONLY 3

Indicate your three choices by marking an "X" before the name of the focus area.

- | | |
|---|---|
| <input type="checkbox"/> Agribusiness/Biotechnology (1) | <input type="checkbox"/> Historical Analysis (14) |
| <input type="checkbox"/> Architectural Design (2) | <input type="checkbox"/> International Relations (15) |
| <input type="checkbox"/> Astronomy (3) | <input type="checkbox"/> Japanese Language & Culture (16) |
| <input type="checkbox"/> Biological & Environmental Issues (4) | <input type="checkbox"/> Journalism & Mass Media (17) |
| <input type="checkbox"/> Business, Accounting & Entrepreneurship (5) | <input type="checkbox"/> Modes of Mathematical Thinking (18) |
| <input type="checkbox"/> Communication & Social Theory (6) | <input type="checkbox"/> Music Theory & Performance (19) |
| <input type="checkbox"/> Creative Writing & Literary Studies (7) | <input type="checkbox"/> Philosophy (20) |
| <input type="checkbox"/> Cultural Anthropology (8) | <input type="checkbox"/> Physical Science (21) |
| <input type="checkbox"/> Dramatic Expression (9) | <input type="checkbox"/> Political & Legal Issues (22) |
| <input type="checkbox"/> Engineering (10) | <input type="checkbox"/> Psychology & Behavioral Studies (23) |
| <input type="checkbox"/> Film Studies (11) | <input type="checkbox"/> Public Policy & Administration (24) |
| <input type="checkbox"/> Forensic Science (12) | <input type="checkbox"/> Spanish Language & Culture (25)
<small>(Requires a minimum of one-year of previous study.)</small> |
| <input type="checkbox"/> Healthcare Industry (13) | |

Student Consent and Agreement

If accepted, I commit to remain in the program for the entire five weeks without interruption and to abide by its rules. I attest that the information provided by me in this application is correct, and that the writing entry is my original work.

Student's Signature: _____ Date: _____

Parental Consent

As parent or legal guardian, I give consent for _____ to participate for the full five weeks in the Governor's Scholars Program and to abide by its rules and regulations. I also give my consent for the release of school records and test scores to those involved in the overall selection process for Governor's Scholars and to those administering, teaching, and counseling in the Governor's Scholars Program.

Parent or Legal Guardian's Signature: _____ Date: _____

The results of the selection process are final.

The superintendent/principal is responsible for forwarding only one copy of each candidate's entire application, including all attachments, to the **Governor's Scholars Program, Student Applications, 112 Consumer Lane, Frankfort, Kentucky, 40601**. Principals/Guidance Counselors of participating schools in a district should be notified of the final selections of the school district.

Final selections of Governor's Scholars will be made on the recommendation of a Statewide Selection Committee. All candidates competing at the statewide level will be notified directly by the Governor's Scholars Program of their status (Accepted, Alternate, or Not Accepted).

Notice of Nondiscriminatory Policy as to Students

The Governor's Scholars Program does not discriminate on the basis of race, sex, color, physical capabilities, national and ethnic origin, religion, sexual orientation, gender identity, or age in administration of its educational or admission policies. All admitted students are granted the rights and privileges generally accorded or made available to high school students while participating in the program.

STUDENT PROFILE

- 1. 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: what 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. (Additional page may be attached if needed.)

Review our “Helpful Hints: Best Practices & Important Information” document to find samples and examples for this section.

A. Activity:	Grades:
Contribution:	

School Journal No.

B. Activity:

Grades:

Contribution:

C. Activity:

Grades:

Contribution:

School Journal No.

D. Activity:

Grades:

Contribution:

E. Activity:

Grades:

Contribution:

School Journal No.

F. Activity:

Grades:

Contribution:

G. Activity:

Grades:

Contribution:

H. Activity:	Grades:
Contribution:	

I. Activity:	Grades:
Contribution:	

J. Activity:	Grades:
Contribution:	

K. Activity:	Grades:
Contribution:	

L. Activity:	Grades:
Contribution:	

M. Activity:	Grades:
Contribution:	

N. Activity:	Grades:
Contribution:	

O. Activity:	Grades:
Contribution:	

P. Activity:	Grades:
Contribution:	

Q. Activity:	Grades:
Contribution:	

STUDENT PROFILE

2. **Service (voluntary or paid)** – List your volunteer or paid service from the 9th, 10th, and 11th grades. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate your total time committed and the frequency for each service you list (Additional pages may be attached if needed.)

Review our “Helpful Hints: Best Practices & Important Information” document to find samples and examples for this section.

Service	Total Time Committed e.g. 120 hours	Frequency and Length of Service e.g. 2 days a week for 6 months

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

School Journal No.

--	--	--

School Journal No.

STUDENT PROFILE

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

Review our “Helpful Hints: Best Practices & Important Information” document to find samples and examples for this section.

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

--	--	--	--

2024 Writing Entry Prompts

Writing Entry Prompt 1

As part of a Presidential campaign, one of the candidates will be spending a day in your hometown, and you have been chosen to host and lead this candidate on a tour of the town. **Write a feature article to your local newspaper to be published after the tour is finished, sharing your experience and explaining your choice of places, as well as their significance to you, your community and your region.** Hint: Consider how taking part in your tour will help the candidate become a stronger leader for all Americans. Assuming that the readers know the places, do not spend valuable space describing in detail each place.

Writing Entry Prompt 2

Notable Kentucky contemporary writer Wendell Berry has stated “Nobody can discover the world for somebody else. Only when we discover it for ourselves does it become common ground and a common bond and we cease to be alone.” **Using an issue important in the life of your community (small or big community), discuss the validity of this quotation in terms of your sense of belonging and discovering.** Hint: Choose a specific issue rather than a generic one and incorporate your ideas in support of a balanced or a radical approach.

Writing Entry Prompt 3

It is the year 2080 and your autobiography is already a bestseller. An important part of that 300-page masterpiece was the fact that you talked about the people who inspired you. **Choosing one person whose ideas inspired and impacted you, write the page of your autobiography that describes the inspiring ideas and concepts of the individual that shaped who you are now and helped you create an extraordinary personal and professional trajectory.** Hint: Do not spend most of your essay describing the person’s biographical accomplishments; what is important to us is the inspiring ideas and what they reveal about you.

Writing Entry Prompt 4

Leaders are valued in different ways across political, economic, and civic organizations. Ultimately, a leader’s choices have a great impact on an institution, community, country, etc. **What do you think are the most important elements of leadership and why? What element of leadership do you lack, and how do you plan to develop it?** Hint: Do not spend too long listing elements of leadership. Instead, write about your anticipated growth as an aspiring leader.

Writing Entry Prompt 5

Visual representations in all types of media are, consciously or otherwise, influencing our personal images, goals, and identities. **Choose one of these concepts and write an essay in which you examine movie, TV, or social media representations and what positive lessons the public can learn from these representations: age, health, travel, music.** Hint: Using a specific example, focus on the positive impact the visual images have on society, without utilizing valuable space to describe the movie, TV, or social media representations in more detail than you need to discuss your viewpoint.

Writing Entry Prompt 6

Choose one person whose ideas inspire you – a modern person or a person from another era – but who you have never met and imagine that you have the opportunity to meet and interview the person at their place during a brief period. **Basing your choice on the ideas that inspire you, who would you choose and why the inspiring ideas make this an ideal interviewee? What one important concept would you focus upon in the interview and what insights will you expect to gain?** Hint: Do not spend most of your essay describing the person and their biographical accomplishments; what is important to us is the inspiring ideas and what they reveal about you.