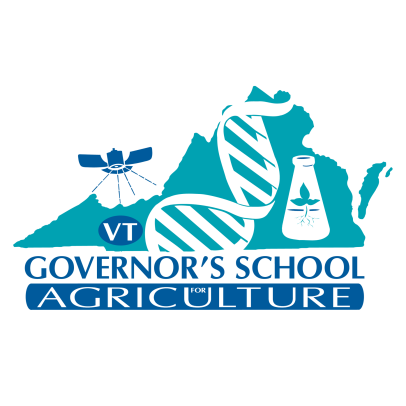
# **2024 Summer Residential Governor’s School (SRGS) Agriculture Application Information Page**



The Governor's School for Agriculture offers an interdisciplinary curriculum of issues, topics, and challenges pertinent to the field of agriculture in its broadest sense. The program emphasizes the use of field experiences to investigate and research diverse topics related to environmental implications, resource management, biotechnology, political and economic implications of domestic and international trade, and the nature and structures of support systems within agribusiness. Students conduct field-based research using extensive contemporary data analysis, application methods, and a variety of innovative equipment, laboratories, and field sites at Virginia Tech. Resources from the agribusiness community are incorporated into field experiences and investigations. The primary goal of the agriculture program is to increase students' understanding and appreciation of the infrastructure and implications of Virginia's largest industry and for the sustainability of healthy foods, healthy people, and a healthy planet. For more information, visit the [Governor's School for Agriculture home page.](https://www.alce.vt.edu/signature-programs/governors-ag-school.html)

**Students must key in the data on the first page of this application for clarity and accuracy.**

For division information, please contact the gifted education coordinator whose contact information is available on the [Virginia Department of Education Website](https://www.doe.virginia.gov/).

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following position has been designated to handle inquiries regarding the Department’s nondiscrimination policies: Deputy Superintendent – Finance and Operations, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120, (804) 225-2025.

For further information on Federal nondiscrimination regulations, contact the Office of Civil Rights at [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov) or call 1 (800) 421-3481.

You may also view Executive Order 1 (2014), which specifically prohibits discrimination on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans. You may obtain additional information at the Commonwealth of Virginia’s [official website](http://www.virginia.gov/) concerning this equal opportunity policy.

## 2024 SUMMER RESIDENTIAL Governor's SCHOOL (SRGS) Agriculture Application

**APPLICANTS MUST KEY THIS PAGE FOR CLARITY AND ACCURACY.**

**I attend**  Public School  Private School  Home School

Applicant Information: Complete all requested information

| **Item** | **Personal Information** | No Data | No Data |
| --- | --- | --- | --- |
| First Name |  | Date of Birth |  |
| Middle Name |  | Nickname |  |
| Last Name |  | Graduation Year |  |
| Mailing Address |  | No Data |  |
| City |  | Virginia ZIP |  |
| Home Telephone |  | Student’s Email  **(NOT school email)** |  |
| Parent’s/Guardian’s Work Phone |  | Parent’s/Guardian’s Email |  |
| Parent’s/Guardian’s Work Phone |  | Parent’s/Guardian’s Email |  |

**High School Information: Complete all requested information.**

| **Item** | **Personal Information** |
| --- | --- |
| High School |  |
| School Address |  |
| City/State/ZIP |  |
| Telephone |  |
| Fax Number |  |
| HS Contact Name and Email |  |
| **Public School Students Only** | No Data |
| Division Name |  |

**Student Statement:**

The decision to apply for Governor's School is my own. I want to participate fully in the program. If selected, I will abide by the rules and expectations explained in the program handbook and all other expectations provided by the program director. The responses contained in this application are my own work and are truthfully offered.

**SIGNATURE OF APPLICANT DATE**

**For Official Use Only by Gifted Education Coordinator: Indicate student's score and rank.**

**Score (from page 8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(round to the nearest hundredth)**

| Applicant's Full Name |  |
| --- | --- |

**ALL APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE**

### Career Highlights: Activities, RESEARCH, and Honors

*In the three sections that follow, list accomplishments that highlight your positions of leadership or intellectual activities. Higher scores will be awarded to activities/programs in which you hold a position of leadership and to research, study, presentations, and competitions associated with extracurricular clubs, community groups, national organizations, etc.*

**Activities/Programs**

List the three most significant activities/programs in which you have participated **during the past three years** **that relate to your area of interest.** Include the name of the organization, sponsoring agency, or group. Also, describe the time involved and any leadership position you have held. Under “Year”, indicate the calendar year of the training or activity. If you need more space, attach a second sheet. Please explain any acronyms that you use.

| Activity and Organization | Position Held | Time Involved | Year |
| --- | --- | --- | --- |
| *Example:*  *Cameron Farm* | *Barn manager; assistant feed manager* | *2 hours/day* | *2015-16* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Research/Study Experiences**

List the three most significant research/study experiences you have had **in the past three years that relate to your area of interest**. Make sure you include the name of any group, organization, or individual with whom you studied. If you need more space, attach a second sheet.

| Study/Brief Description | Teacher | Organization | Time |
| --- | --- | --- | --- |
| *Example: The Effectiveness of Aquaculture Waste as Fertilizer in Hydroponic Systems – research project* | *Jane Doe, Biology* | *Local High School* | *2 semesters,*  *2016-17* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Honors/Recognitions

In this section, please list the three **most significant honors/recognitions you have received during the last three years in your area of interest**.

| Honor/Recognition | Level of Competition – Regional, State, National, International | Year |
| --- | --- | --- |
| *Example: First Place, Extemporaneous or Prepared Public Speaking Career Development Event* | *Regional* | *2015* |
|  |  |  |
|  |  |  |
|  |  |  |

| Applicant's Full Name |  |
| --- | --- |

**ALL APPLICANTS MUST COMPLETE INFORMATION ON THIS PAGE**

### Academic Essay

Students must respond to one of the essay topics indicated below. The essay should be 300-500 words (approximately two pages of double-spaced 12-point type, with a 1” margin on each side). Include your name in the upper right-hand corner of each page of the essay. Sources should be cited at the conclusion of the essay. Students are asked to number the pages 3a and 3b and place them in the final academic application after this page. Students should review the rubric at the bottom of this page and consider each of the areas carefully as they proofread and edit their essays. Students may seek advice from appropriate teachers as they draft and revise their essays. Your essay will be reviewed for its central idea, logic, elaboration, organization, unity, and voice; similarly, the essay will be reviewed for its adherence to grammatical conventions in sentence structure, usage, and mechanics.

**Essay Topics**

1. The Chesapeake Bay Watershed is a 64,000 square mile water basin stretching from Havre de Grace, Maryland, to Norfolk, Virginia. It is fed by 50 major rivers and streams, including the Potomac. It is estimated that nearly nine million acres used for agricultural production connect with the watershed. Unfortunately, poor management practices of these agricultural acres can pollute the watershed. One solution to improving the water quality of the Chesapeake Bay Watershed is the Conservation Reserve Enhancement Program (CREP), which pays the agricultural producer to take land out of production instead of using Best Management Practices (BMPs). BMPs utilize technologies to lessen the amount of pollution reaching the watershed. While evidence suggests CREP has significant advantages in improving the health of the watershed, it also reduces the amount of food being grown, which increases food prices. Do you support CREP as a sustainable approach to improving the quality of water in the Chesapeake Bay? Why or why not? Defend your position with examples and credible evidence.
2. Many agricultural producers use testosterone implants to increase muscle growth in beef cattle and estrogen shots to increase milk production in dairy cattle, thereby increasing food production. Many health advocates warn against the health effects that may result from the use of these hormones, such as increased rates in cancer and adolescents reaching puberty at an earlier age. The European Union has banned these products and companies such as Kroger, Publix, Yoplait, Starbucks, and Ben and Jerry’s refuse to sell milk products from cows injected with hormones. However, these hormones have only been discovered in trace amounts in our foods; no studies to date prove a link between hormone usage by agriculture producers and risks to human health. Do you think agricultural producers should be banned from the use of hormones in producing beef and dairy products? State your position and support it with specific reasons and examples.

**Scoring Rubric**

| **Composition** | **0 – 1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| Central Idea/Position | Missing | Unclear | Weak | Strong |
| Evidence/Details | Unclear | Minimal | Adequate | Precise/Relevant |
| Organization/Unity | Lacking | Random/Many digressions | Lapses/ Some digressions | Logical/Unified |
| Counter Claims | Absent | Weak | Attempted | Effective |
| Word Choice | Lacking | Limited | Some Specificity | Highly Specific |
| **MECHANICS** | **0** | **1** | **2** | No Data |
| Sentence Structure | Weak | Some variety | Varied | No Data |
| Usage | Incorrect | Some incorrect | Consistently correct | No Data |
| Mechanics | Incorrect | Some incorrect | Consistently correct | No Data |

| Applicant's Full Name |  |
| --- | --- |

**ALL APPLICANTS AND PARENT/GUARDIAN MUST COMPLETE INFORMATION ON THIS PAGE**

### Applicant and Parent/Guardian Assurances

I, the parent/guardian of , permit my son/daughter, if selected, to participate in the 2024 Summer Residential Governor's School. I realize that transportation to and from the Governor's School and spending money for personal expenses must be provided by the participants. I understand that if selected for the program, he/she must abide by the rules and expectations set forth for the school. I further agree that I have been duly informed that **LEAVES OF ABSENCE** from these programs are allowed only for **SEVERE CASES OF MEDICAL AND/OR FAMILY EMERGENCIES**. Medical and family emergencies include major illness, hospitalization, or death of an immediate family member or guardian. I also understand that failure to participate in the programs, or unwillingness to abide by the rules and expectations, may be just cause for immediate dismissal.

**SIGNATURE OF PARENT/GUARDIAN DATE**

Both student and parent/guardian must initial after having read the following assurances. These constitute the expectations for students who apply or accept invitations to the summer residential governor's school program.

| Student  Initials | Parent or  Guardian  Initials | Assurances |
| --- | --- | --- |
| No Data | No Data | I understand that leaves of absence are granted ONLY in the case of medical or family emergencies as described above. Participants are expected to arrive at the site by the opening ceremony, indicated in the *2024 Student and Parent Guide for Governor's Schools*, and remain at the site through the closing ceremony. |
| No Data | No Data | I understand that the programs require concerted academic focus, preparation, and motivation from all participants and that participants are expected to demonstrate the emotional maturity and self-discipline to participate in the activities and to demonstrate respect for self, others, program, and school. |
| No Data | No Data | I understand that participants will be expected to follow the rules and expectations outlined in the *2024 Student and Parent Guide for Governor's Schools*, and any other instructions provided by the program director. These rules and expectations have been thoroughly read and are understood. |
| No Data | No Data | I understand that each nominee and division gifted education coordinator/private school regional coordinator will be mailed acceptance and alternate information by mid- April 2024, and that no information will be available before that date. |
| No Data | No Data | I understand that possession of tobacco or alcohol, weapons, or nonprescription drugs will result in the participant's immediate dismissal from the program and that participants are also subject to any disciplinary action that the sponsoring school division or private school chooses to invoke. Certain infractions may also result in legal consequences as outlined in the *Code of Virginia*. |
| No Data | No Data | I understand that previous participants of any Summer Residential Governor's School program (including Governor's Foreign Language Academies) shall not apply for or participate in the Summer Residential Governor's School program; and I am not applying for a 2024 Governor's Foreign Language Academy or for another Summer Residential Governor’s School. |
| No Data | No Data | I certify that I am a resident of the Commonwealth of Virginia and eligible for a free, public education in the Commonwealth. |
| No Data | No Data | **I understand failure to provide complete and accurate medical, mental, and prescription information may result in immediate dismissal from the program.** |
| No Data | No Data | I understand that I waive my rights to review and inspect my child’s application and score sheet for the Summer Residential Governor’s School program. |
| No Data | No Data | I certify that these are my truthful responses to these assurances. |

| Applicant's Full Name |  |
| --- | --- |

**INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE APPROPRIATE CONTENT AREA TEACHER**

### Teacher Recommendation A

This recommendation must be completed by a teacher in the student's area of interest who can assess his/her current abilities, preferably a teacher who has taught the student in a course closely related to the selected program. There are two required parts to the recommendation: a rating scale and a narrative.

Rating Scale Teacher A

1. What course or program of studies has the student taken under your supervision? In what year(s)?

1. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

**0=Good (Above Average) 1=Excellent (Top 10 Percent) 2=Outstanding (Top 2-3 Percent)**

| No Data | **Quality** | **Score** |
| --- | --- | --- |
|  | Motivation and initiative | No Data |
|  | Self-direction | No Data |
|  | Intellectual curiosity | No Data |
|  | Independence of thought | No Data |
|  | Originality of ideas | No Data |
|  | Use of higher-level thinking skills | No Data |
|  | Attitude toward learning | No Data |
|  | Ability to contribute to a group process | No Data |
|  | Willingness to accept ideas of others | No Data |
|  | Emotional stability, maturity, and self-discipline | No Data |
|  | Openness to new experiences | No Data |
|  | Cooperative behavior | No Data |
|  | Respect and tolerance for the views of others | No Data |
| No Data | **Subtotal A (out of 26 points)** | No Data |

**Narrative Teacher A**

Teachers, please complete the narrative portion of the recommendation using specific examples from your work with this student to indicate how the student demonstrates these qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; and intellectual and social maturity. Please print your narrative on school, personal, or professional letterhead. Sign and date both the printed rating scale and narrative and return them to the guidance office or as otherwise directed.

| Signature of Teacher | Printed Name | Date |
| --- | --- | --- |
| No Data | No Data | No Data |
| Email Address | Phone # | No Data |

| Applicant's Full Name |  |
| --- | --- |

**INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE APPROPRIATE CONTENT AREA TEACHER**

### Adult Recommendation B

This recommendation must be completed by any teacher/instructor/advisor/adult (outside of the student's family) who is familiar with the student’s work. There are two required parts to the recommendation: a rating scale and a narrative.

Rating Scale Adult B

1. What course or program of studies has the student taken under your supervision? In what year(s)?

1. Please estimate the extent to which the student has demonstrated in your class(es) the qualities listed below. Use the scale from 0-2 as indicated. Be sure to respond to all qualities; items omitted are included as a zero when computing a score. Please use only whole number values.

**0=Good (Above Average) 1=Excellent (Top 10 Percent) 2=Outstanding (Top 2-3 Percent)**

| No Data | **Quality** | **Score** |
| --- | --- | --- |
|  | Motivation and initiative | No Data |
|  | Self-direction | No Data |
|  | Intellectual curiosity | No Data |
|  | Independence of thought | No Data |
|  | Originality of ideas | No Data |
|  | Use of higher-level thinking skills | No Data |
|  | Attitude toward learning | No Data |
|  | Ability to contribute to a group process | No Data |
|  | Willingness to accept ideas of others | No Data |
|  | Emotional stability, maturity, and self-discipline | No Data |
|  | Openness to new experiences | No Data |
|  | Cooperative behavior | No Data |
|  | Respect and tolerance for the views of others | No Data |
| No Data | **Subtotal A (out of 26 points)** | No Data |

**Narrative Adult B**

Recommender, please complete the narrative portion of the recommendation using specific examples from your work with this student to indicate how the student demonstrates these qualities: ability to work cooperatively and meaningfully in groups; openness to new and diverse situations; goals for academic growth; creativity; and intellectual and social maturity. Please print your narrative on school, personal, or professional letterhead. Sign and date both the printed rating scale and narrative and return them to the guidance office or as otherwise directed.

| Signature of Adult | Printed Name | Date |
| --- | --- | --- |
| No Data | No Data | No Data |
| Email Address | Phone # | No Data |

| Applicant's Full Name |  |
| --- | --- |

**INFORMATION ON THIS PAGE MUST BE COMPLETED BY APPROPRIATE SCHOOL AND DIVISION PERSONNEL**

### Principal/Head of School Recommendation

I hereby certify that this student is qualified and genuinely interested in attending the Summer Residential Governor's School. I recommend this applicant.

| No Data |  | No Data |
| --- | --- | --- |
| Signature of Principal/Head of School | Printed Name | Date |
|  |  | No Data |
| School Name | Public School LEA Number | No Data |

**Gifted Education Coordinator/Private School Regional Coordinator Recommendation**

I hereby certify that this student is qualified and genuinely interested in attending the Summer Residential Governor's School. I further certify that the nominee’s attendance and discipline records have been reviewed and that information has been taken into appropriate consideration. I thereby recommend this student for consideration.

| No Data |  | No Data |
| --- | --- | --- |
| Signature of Gifted Education or Private School Regional Coordinator | Printed Name | Date |
|  |  | No Data |
| Name of School Division | Private School Region | No Data |
|  |  | No Data |
| Email Address | Telephone | No Data |

**Division/Regional Selection Committee Date of Meeting:**

| No Data | Name | Position |
| --- | --- | --- |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |
|  | No Data | No Data |

| Applicant's Full Name |  |
| --- | --- |

**INFORMATION ON THIS PAGE MUST BE COMPLETED BY THE GIFTED EDUCATION OR**

**PRIVATE SCHOOL REGIONAL COORDINATOR**

### 2024 Summer Residential Governor’s School Academic Scores Page

1. **Career Highlights: Activities, Research, & Honors**

1 or 2 points possible per activity/program; no more than 3 may be counted.  (6 max)

1 or 2 points possible per research/study experience; no more than 3 may be counted.  (6 max)

1 or 2 points possible per honor/recognition; no more than 3 may be counted  (6 max)

**TOTAL I: (      Activities) + (      Research) + (      Honors) =       (18 max)**

1. **Essay Evaluation**

Reader One: Rate as 6 5 4 3 2 1

Reader Two: Rate as 6 5 4 3 2 1

**TOTAL II: [(      Reader One) + (      Reader Two)] x 2 =       (24 max)**

1. **Teacher/Adult Recommendations**

**Rating Scale:**

[Teacher A       (26 max) + Adult B       (26 max)] **divided by** 2 =       (26 max)

**Narrative Evaluation:**

[Teacher A       (6 max) + Adult B       (6 max.)] **multiplied by** 2 =       (24 max)

**TOTAL III: [(      Rating Scale) + (      Narrative)] multiplied by .52 =       (26 max)**

1. **Applicant Aptitude and Achievement**

Mark the correct response in each category. Include test information below. Use scale (8, 7, 6, 5, 4 or 3) to assign points to each category. Private schools should consider the courses their students take that are comparable to AP/IB/Cambridge/AYGS courses when determining course difficulty.

| **Norm-referenced Test 1** | No Data | **Norm-referenced**  **Test 2** | No Data | **Grade Point Average** | No Data | **Course Difficulty** | No Data | No Data |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (99-98%) | **8** | (99-98%) | **8** | 4.0-3.8 | **8** | College scholar… | **8** | No Data |
| (97-95%) | **7** | (97-95%) | **7** | 3.7-3.5 | **7** | Challenging… | **7** | No Data |
| (94-90%) | **6** | (94-90%) | **6** | 3.4-3.0 | **6** | Moderate degree… | **6** | No Data |
| (89-85%) | **5** | (89-85%) | **5** | 2.9-2.5 | **5** | General program… | **5** | No Data |
| (84-80%) | **4** | (84-80%) | **4** | 2.5-2.0 | **4** | No Data | No Data | No Data |
| (<80%) | **3** | (<80%) | **3** | (<2.0) | **3** | No Data | No Data | No Data |
| **TOTAL IV:** |  | **+** |  | **+** |  | **+** |  | **(32 max)** |

| Test 1: | No Data | Date Taken: | No Data |
| --- | --- | --- | --- |
| Test 2: | No Data | Date Taken: | No Data |

**GRAND TOTAL: (Add Totals of Parts I + II + III + IV) =**

***Round to the nearest hundredth; e.g., 92.36*  (100 max)**