



## 60<sup>TH</sup> ANNUAL UNITED STATES SENATE YOUTH PROGRAM

Sponsored by the Hearst Foundations

### 2021-2022 Colorado Application

**Applications Due: Friday, October 8, 2021, by 11:59 pm**

## INTRODUCTION

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The United States Senate Youth Program (USSYP), established in 1962 by U.S. Senate Resolution, is a unique educational experience for outstanding high school students interested in pursuing careers in public service. The USSYP brings the highest-level officials from each branch of government to meet with this outstanding group of young leaders - two high school juniors or seniors from each of the fifty states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) - for an intensive week-long education and leadership program held in Washington, D.C. The annual program will be held in Washington, D.C., from **March 5-12, 2022**. The program is merit based and highly competitive. Each student will also receive a \$10,000 undergraduate college scholarship with encouragement to pursue coursework in history and political science. The program has been fully funded since inception by The Hearst Foundations as an enduring commitment to preparing young people for civic leadership in our participatory democracy.

## THE PROGRAM

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Delegates will hear policy addresses by senators, cabinet members, officials of the Departments of State and Defense, leaders of other federal agencies and senior members of the national media. Delegates also traditionally participate in a meeting with a justice of the U.S. Supreme Court and the president of the United States. Most speaking events include in-depth question and answer sessions.

The Heart Foundations will pay all expenses for Washington Week including transportation, hotel, and meals. The Department of Defense (DoD) annually provides seventeen competitively selected men and women officers to serve as mentors and chaperones for the student delegates, and a registered nurse, licensed physician, and professional security team are in place at all times throughout the week.

## ELIGIBILITY

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Qualified high school juniors or seniors must show demonstrated leadership by servicing in elected or appointed positions in which they are actively representing a constituency in organizations related to student government, education, public affairs, and community service. They must be actively serving in qualified leadership positions, enrolled in high school, and living in the state that they will represent for the entire 2021-2022 academic year.

Alternate delegates will be selected as replacements if a primary delegate is unable to participate in Washington Week. **Attendance during the entire Washington Week program, whether in-person or online, is required to receive the financial scholarship;** appropriate disposition of scholarship funds will be determined by the program director if a primary delegate is unable to attend the program due to emergency circumstances.

Selection will be based on the student's outstanding abilities and demonstrated qualities of leadership in an elected or appointed student office for the entire 2021-2022 school year. **The primary purposes of the qualifying leadership**

**position must be representation of a constituency and service to others.** A student who graduates high school at the close of the fall 2021 semester/quarter is not eligible to apply for the program, and students other than DoDEA delegates must be residing in one state of primary residence in the U.S. during the entire 2021-2022 academic year to participate.

1. Any high school junior or senior student is eligible for the program provided they have not previously been a delegate to Washington Week and has not received a USSYP scholarship.

**The student must hold a high-level leadership position in any one of the following student government, civic or educational organizations during the entire 2021-2022 academic year:**

- a. Student Body president, vice president, secretary, or treasurer
  - b. Class president, vice president, secretary, or treasurer
  - c. Student Council representative
  - d. A National Honor Society officer (including discipline-based Honor Societies such as the National English and Social Studies Honor Societies that include service components)
  - e. Student representative elected or appointed (appointed by a panel, commission, or board) to a local, district, regional or state-level civic, service and/or educational organization approved by the state selection administrator, where the student holds a position of representation to a constituency providing service to others.
2. **Participation or holding an officer position in academic clubs, educational competition programs/conferences, or organizations designed primarily for the student's personal development do not qualify a student for the USSYP, although many students who qualify participate in these activities. The positions listed below DO NOT qualify the student for the program:**
    - a. Attendance or officer position at Boys/Girls Nation or State summer conference;
    - b. Member of a National Honor Society (serving as an elected officer for the organization for the entire school year is acceptable);
    - c. Member or leader of the Boy Scouts, Girl Scouts or JROTC;
    - d. A founder or chairperson of a self-created group; and
    - e. A participant, captain or officer in Mock Trial, Debate Team, Model UN or other academic club, mock legislature, conference, or competition where the primary engagement is for individual educational enrichment.
  3. **RESIDENCY: Each student must be a legal permanent resident or citizen of the United States at the time of application.** Students must be enrolled for the entire academic year in a public or independent high school located in the state in which at least one of their parents or guardians currently resides. Home-educated students must be approved by their state department of education to apply.

Exceptions to the residency requirement will only be made in the following cases:

- a. Students from DoDEA overseas will represent the state of which the parents/guardians are U.S. legal voting residents. Students attending DoD schools in the U.S. or students enrolled through U.S. military bases in local schools must be residing in the state in which their school is located for the entire academic year.
- b. Students may reside in a state other than the state in which they attend school if they are enrolled in the only designated public high school available to them in a school district that crosses contiguous state borders through legal interstate agreement. Student in these schools shall make application to the program through the state where the high school is located and shall represent that state if selected.

## **OFFICIAL PROGRAM RULES**

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1. **All students must agree to fully block both arrival and departure travel days to participate in Washington Week.**
2. **NO TOURS OR TRIPS WILL BE PERMITTED BY INDIVIDUAL DELEGATES WHILE TRAVELING TO OR FROM WASHINGTON, D.C. OR WHILE IN WASHINGTON, D.C. THIS POLICY INCLUDES ANY OTHER OUTSIDE ACTIVITY, CONFERENCE, SCHOLARSHIP COMPETITION, OR EVENT OF ANOTHER ORGANIZATION WHICH IS CONDUCTED IN**

**WASHINGTON, D.C., OR THE SURROUNDING AREA DURING THE TIME FRAME OF THE USSYP WASHINGTON WEEK AND INCLUDES ANY OUTSIDE APPOINTMENT OR EVENT DURING AN IN-PERSON OR ONLINE PROGRAM WEEK.**

3. All travel provided by The Hearst Foundations is round-trip only and scheduled within the time frames listed below:
  - **Arrival in Washington, D.C. on Saturday, March 5, 2022 – between 6:00 am and 5:00 pm**
  - **Departure from Washington, D.C. on Saturday, March 12, 2022 – between 5:00 am and 9:00 am**
4. The chief state school officer from each state, the District of Columbia and Department of Defense Education Activity must submit in writing to The Hearst Foundations by **December 1, 2021**, the names of their two delegates and alternates. Upon confirmation of qualifications, the program requires each delegate to submit a statement of participation including a code of conduct agreement to be signed by students and parents/legal guardians.
5. **Code of Conduct:** Delegates will be the guests of the United States Senate and The Hearst Foundations throughout the program, whether in-person or online, and are required to conduct themselves with civility, dignity, and professionalism. Debate and discussion are actively encouraged in an environment of tolerance, respect, and inclusion. Students selected to the program are serving as at-large public representatives of their states, communities, and schools, and attend the program to learn from the speakers and from one another. Students are prohibited from engaging in lobbying, petitioning, protest, or overt political activism during Washington Week. Cyber bullying will not be tolerated.
6. It will be the responsibility of the parents/legal guardians to transport (at their expense) each delegate to the nearest commercial airport or train station that provides round trip travel to Washington, D.C. from their hometown. **All itineraries will be designed for the least amount of travel time and most direct routing.**
7. No arrangements for individual religious practices or services other than dietary guidelines will be made during an in-person Washington Week. This policy will be strictly observed from the time the student delegates arrive at the Washington area airports, train station and program site until they return home.
8. The program does not allow any individual or group athletic activities outside of the hotel facility.
9. Failure to abide by rules and requirements of the program will result in dismissal from the program and forfeiture of the \$10,000 scholarship award. Rules related to the USSYP and scholarship award shall be construed, interpreted, and applied by The Hearst Foundations, whose action and determination shall be final and binding.

## **SCHOLARSHIP**

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The Hearst Foundations believe it is in the public interest to encourage these outstanding young people to continue their educational development. The \$10,000 undergraduate college scholarship award is subject to the conditions and requirements specified below. Additional detailed scholarship information will be provided to the delegates after Washington Week. Certificates representing the award will be presented to the delegates during their visit to Washington, D.C., often personally signed by their senators.

## **SCHOLARSHIP RULES**

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1. **The \$10,000 college scholarship and attendance at the Washington Week program are one, inseparable award.** Delegates must attend all in-person or online meetings during Washington Week in accordance with program rules and policies in order to receive the financial scholarship.
2. **The USSYP scholarship is designated for undergraduate college study only** at an accredited United States college or university. All students are encouraged to include history, political science, or related subjects in their undergraduate program.

3. The \$10,000 scholarship is designated for the specified student's education expense and must be used within four years after enrollment. Funds are paid directly to the college or university in the student's behalf. No funds may be given directly to a student. The scholarship will be issued in either one payment of \$10,000 or increments of \$5,000 or \$2,500.
4. Students attending military academies (U.S. Army, U.S. Navy, U.S. Air Force and U.S. Coast Guard) may draw the USSYP scholarship per the guidelines to purchase required military uniforms, books, computer equipment and other educational materials.
5. A delegate will automatically forfeit eligibility for a scholarship award by failure to abide by all rules and requirements pertaining to the program and the scholarship or in the event of misconduct as a delegate to the United States Senate Youth Program.

## COLORADO SELECTION PROCESS

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A nominating committee will review all qualified applications and select the top four candidates, who will be asked to participate in a personal interview (virtual). The nominating committee will select two primary delegates, and a first and second alternate. Alternates will be selected as replacements in the event a primary delegate is for any reason unable to participate in the program's Washington Week.

Selection will be based, in part, on the students' outstanding abilities and demonstrated qualities of leadership in an elected or appointed position representing a constituency during the entire 2021-2022 school year.

The following are desired qualities in candidates:

- Leadership and public speaking ability;
- High scholastic standing and demonstrated ability to achieve;
- Community and public service involvement;
- Participation in a wide selection of activities on and off campus; and
- Adequate social skills to participate in a large and dynamic group with relative ease.

In addition to outstanding leadership abilities and a strong commitment to volunteer work, the USSYP student delegates rank academically in the top one percent of their states. They continue to excel and develop impressive qualities that are often directed toward public service.

Following the review of submitted applications, the Colorado Department of Education (CDE) will schedule interviews with the top candidates during the week of November 8, 2021. Based upon final application and interview process scores, CDE will submit the names of Colorado's two delegates and two alternates to the Hearst Foundations. Upon completion of the delegate and alternate selection process, the Hearst Foundations will contact the individuals directly providing information regarding the scholarships and the Washington Week program. All applicants will receive notification on the status of their applications by **Friday, December 10, 2021**.

## APPLICATION SUBMISSION PROCESS

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An electronic copy of the completed application must be received by **Friday, October 8, 2021, at 11:59 pm**. The electronic version **must** include all required pieces of the application as one document. Incomplete or late applications will not be considered.

Submit completed applications via e-mail to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)  
by **Friday, October 8, 2021, at 11:59 pm**.

## REQUIRED ELEMENTS

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The sections outlined below **must be completed**:

**Section I: Student Application Form**

**Section II: Academic and Extracurricular Activity History**

**Section III: Student Essay**

**Section IV: School Principal/Teacher/Counselor Recommendation**

(May be attached on a separate sheet)

**Advisor to Current Elected/Appointed Office Recommendation**

(May be attached on a separate sheet)

**Community Member Recommendation**

(May be attached on a separate sheet)

## APPLICATION INSTRUCTIONS

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### Section I: Student Application Form

- Make sure the application has been signed by a parent or guardian and that the guidance counselor has signed verifying GPA.

### Section II: Academic and Extracurricular Activity History

#### A. Elected/Appointed Office(s)

- List any elected or appointed position you have held during high school. Explain your role and duties. These explanations clarify your leadership roles.
- Members of the selection committee may not recognize the abbreviations for names of clubs or organizations such as FBLA or DECA. Be specific and give a brief explanation where necessary.

#### B. Academic Courses

- Be sure to consider not only history, civics, and economics courses you may have taken, but also any service-related courses.

#### C. School-Related Service Activities

- List school-related service activities you have participated in throughout your high school years. Explain your role(s) and any ongoing participation.

#### D. Community Service Activities

- List community service activities you have participated in throughout your high school years. Explain your role(s) and any ongoing participation.

#### E. Honors and Awards

- List any honors or awards you have received throughout your high school years. For example, Boy's or Girl's State, Boy's or Girl's Nation are honors and activities that take place during the summer and show leadership qualities. If you are unsure whether members of the selection committee are familiar with an award, organization, or activity, spell out the name and give a brief description or explanation of the award, organization, or activity along with your role.

#### F. Academic, Leadership, and Post-High School Educational Statement

- This 150-word statement is your opportunity to list your leadership positions and academic honors, including community service, other extracurricular pursuits, and general plans for college and career in order of importance. **Note: If selected as a delegate or alternate, this brief paragraph will be submitted with your participation information.**

### Section III: Student Essay

- Your essay should address the following question: **"How will your participation in this program help define your career path and further your interest in politics?"**
- Essay must be typed, single-spaced, and no smaller than 11-point font.

- Make sure to have someone proofread your essay and application for omissions and errors. This is your opportunity to impress the selection committee, and first impressions are lasting ones.

#### **ADDITIONAL APPLICATION INFORMATION:**

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- Submit application as a single electronic document, preferably as a PDF file. Application should be typed, whenever possible, and pages containing signatures should be scanned and included as part of the file. Contact us at [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) if you encounter any technical issues with compiling, converting to PDF, or submitting your materials.
- **DO NOT** send academic records with your completed application.
- In case of a tie, the finalists must complete a qualifying examination, prior to **Monday, November 8, 2021**.
- If a discovery of plagiarism is made known or brought to the attention of officials at the Colorado Department of Education during a current award competition, then at the discretion of the Department, the Department has the right to remove the application from consideration.
- Do not send applications to the Hearst Foundations as this will disqualify the application.

**60<sup>TH</sup> ANNUAL UNITED STATES SENATE YOUTH PROGRAM****2021-2022 Colorado Student Application Form****Applications Due: Friday, Friday, October 8, 2021, by 11:59 pm****SECTION I: STUDENT APPLICATION FORM**

| STUDENT INFORMATION                                |   |   |  |  |
|--|---|---|--|--|
| <b>Student Name:</b><br>[First, Middle, Last]      |   |   | <b>Date of Birth:</b><br>[Month/Day/Year]                |  |
| <b>Student Phone:</b>                              |   | <b>Student E-mail Address:</b>                    |  |  |
| <b>Home Address:</b><br>[Street, City, State, Zip] |   |   |  |  |
| <b>Congressional District:</b>                     |   |   |  |  |
| <b>Name(s) of Parent(s)/Guardian(s):</b>           |   |   |  |  |
| <b>Home Phone:</b>                                 |   | <b>Home E-mail Address:</b>                       |  |  |
| <b>Student's Current Year in High School:</b>      | <input type="checkbox"/> Junior <input type="checkbox"/> Senior |   | <b>Expected Graduation:</b><br>[Month/Year]              |  |
| <b>Student is a current US Citizen:</b>            | <input type="checkbox"/> Yes <input type="checkbox"/> No        | <b>Student is a permanent resident of the US:</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No |  |

| SCHOOL AND DISTRICT INFORMATION   |  |                                  |   |
|---|--|----------------------------------|---|
| <b>High School Name:</b>  |  | <b>School District:</b>          |   |
| <b>School Address:</b><br>[Street, City, State, Zip]  |  |                                  |   |
| <b>School Phone:</b>  |  | <b>School Type:</b>              | <input type="checkbox"/> Public School (Includes Charters)<br><input type="checkbox"/> Private School |
| <b>Principal Name:</b>  |  | <b>Principal E-mail Address:</b> |   |
| <b>List below each elected or appointed office the student is currently serving for the entire school year (2021-2022):</b> |  |                                  |   |
|   |  |                                  |   |

| TO BE COMPLETED BY STUDENT'S/SCHOOL'S GUIDANCE DEPARTMENT  |                                     |  |                                    |  |
|--|-------------------------------------|--|------------------------------------|--|
| <b>High School Grade</b>   | <b>Last Semester:</b> [Spring 2021] |  | <b>Unweighted GPAs:</b>            |  |
| <b>Point Average:</b>  | <b>Cumulative GPA:</b> [HS Career]  |  | [if applicable]                    |  |
| <b>Number of Students in Student's Graduation Class:</b>   |                                     |  | <b>Class Rank:</b> [if applicable] |  |
| SCHOOL'S GUIDANCE DEPARTMENT SIGNATURE   |                                     |  |                                    |  |
| <i>I certify that all student academic and USSYP-qualifying leadership position information listed in this application is correct.</i> |                                     |  |                                    |  |
| <b>Name of Guidance Official:</b>  |                                     |  |                                    |  |
| <b>Signature of Guidance Official:</b>   |                                     |  |                                    |  |

| PARENT/GUARDIAN AND STUDENT SIGNATURES  |  |
|---|--|
| <i>I certify that I have carefully read the United States Senate Youth qualifications and program rules; that all the information in this application is correct; and that I do not currently have a scheduling conflict; and I understand complete attendance at the Washington Week program is required to receive the scholarship.</i> |  |
| <b>Parent/Guardian Signature:</b>   |  |
| <b>Student Signature:</b>   |  |

## SECTION II: ACADEMIC AND EXTRACURRICULAR ACTIVITY HISTORY

Add rows to tables as needed.

- A. List all **ELECTED OR APPOINTED OFFICES** held in student government, civic or educational organizations beginning with the current office held and ending with 9<sup>th</sup> grade.

| Title of Office and Organization | Duties While in Office | Academic Year Office was Held (i.e., 9 <sup>th</sup> grade) | Length of Time in Office | GPA While in Office |
|----------------------------------|------------------------|---|--------------------------|---------------------|
|                                  |                        |   |                          |                     |
|                                  |                        |   |                          |                     |
|                                  |                        |   |                          |                     |
|                                  |                        |   |                          |                     |
|                                  |                        |   |                          |                     |

- B. List all history, civics, and/or economics courses taken in high school by academic year, beginning with current year and ending with 9<sup>th</sup> grade.

| Name of Course | Academic Year | Grade Earned |
|----------------|---------------|--------------|
|                |               |              |
|                |               |              |
|                |               |              |
|                |               |              |
|                |               |              |

- C. List major school-related service activities (other than student government) in which you have participated.

| Activity | Duties | Years Participated |
|----------|--------|--------------------|
|          |        |                    |
|          |        |                    |
|          |        |                    |
|          |        |                    |
|          |        |                    |

- D. List major service activities not related to school in which you have participated.

| Organization and Activity | Duties | Years Participated |
|---------------------------|--------|--------------------|
|                           |        |                    |
|                           |        |                    |
|                           |        |                    |
|                           |        |                    |
|                           |        |                    |

- E. List major honors/awards that you have received.

| Honor/Award | Year(s) Received |
|-------------|------------------|
|             |                  |
|             |                  |
|             |                  |
|             |                  |
|             |                  |



F. List your current USSYP-qualifying elected office for the 2021-2022 school year:

Provide a brief paragraph describing how you were elected/appointed/selected for this role. Describe the work you do to serve those you represent in this role.

[Limit 150 words]

G. Provide a brief paragraph listing your leadership positions and academic honors, including community service, other extracurricular pursuits, and general plans for college and career in order of importance. **Note: If selected as a delegate or alternate, this brief paragraph will be submitted with your participation information.**

[Limit 150 words]

## UNITED STATES SENATE YOUTH PROGRAM

### SECTION III: STUDENT ESSAYS

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Each essay must be typed, single-spaced, and 11-point font. Points will not only be awarded for how well applicant addresses the question, but also for grammar, spelling, and punctuation.

#### Essay 1

Write a **maximum** 500-word statement on the topic, **"How will your participation in this program help define your career path and further your interest in politics and public service?"**

This is your opportunity to show us your passion on political and civic matters. Consider and include:

- What has driven you?
- What has inspired you to participate in this program?
- What areas of the public service profession are you inspired to enter and specifically, why are you committed to this area of public service?

#### Essay 2

Write a **maximum** 500-word statement on the topic, **"If you were a Senator, what piece of legislation would you want to introduce, why is the issue important to you, and who would you work with as a colleague in the Senate right now to help you co-sponsor it?"**

This is your opportunity to show us your knowledge of and passion for political and social issues. Consider and include:

- What current social issue will the legislation support and why is it important to you?
- Which current senator would you partner with on the legislation and why?

## UNITED STATES SENATE YOUTH PROGRAM

### SECTION IV: RECOMMENDATION - SCHOOL PRINCIPAL/TEACHER/COUNSELOR

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Responses may be attached as a separate page.

Reference Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Organization: \_\_\_\_\_

How long and in what capacity reference has known applicant: \_\_\_\_\_

Reference Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For the following qualities, please describe how the nominated student goes above and beyond.

Leadership and Public Speaking Ability

**[100 word limit]**

Demonstrated Responsibility, Maturity, and Achievement

**[100 word limit]**

Participation in a wide selection of activities on and off campus.

**[100 word limit]**

Interpersonal Skills

**[100 word limit]**

Briefly describe what is unique about this student. How does this student stand out from other students?

**[150 word limit]**

## UNITED STATES SENATE YOUTH PROGRAM

### SECTION IV: RECOMMENDATION - ADVISOR TO CURRENT ELECTED/APPOINTED OFFICE

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Responses may be attached as a separate page.

Reference Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Organization: \_\_\_\_\_

How long and in what capacity reference has known applicant: \_\_\_\_\_

Reference Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For the following qualities, please describe how the nominated student goes above and beyond.

Leadership and Public Speaking Ability

**[100 word limit]**

Demonstrated Responsibility, Maturity, and Achievement

**[100 word limit]**

Participation in a wide selection of activities on and off campus.

**[100 word limit]**

Interpersonal Skills

**[100 word limit]**

Briefly describe what is unique about this student. How does this student stand out from other students?

**[150 word limit]**

## UNITED STATES SENATE YOUTH PROGRAM

### SECTION IV: RECOMMENDATION - COMMUNITY MEMBER

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Responses may be attached as a separate page.

Reference Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Organization: \_\_\_\_\_

How long and in what capacity reference has known applicant: \_\_\_\_\_

Reference Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For the following qualities, please describe how the nominated student goes above and beyond.

Leadership and Public Speaking Ability

**[100 word limit]**

Demonstrated Responsibility, Maturity, and Achievement

**[100 word limit]**

Participation in a wide selection of activities on and off campus.

**[100 word limit]**

Interpersonal Skills

**[100 word limit]**

Briefly describe what is unique about this student. How does this student stand out from other students?

**[150 word limit]**

## UNITED STATES SENATE YOUTH PROGRAM

### APPLICATION CHECKLIST

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For use as a reference; **do not include** with your application.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. Does your application package include:  |                          |                          |
| <b>Section I:</b> Student Application Form with all signatures                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Section II:</b> Academic and Extracurricular Activity History                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Section III:</b> Student Essays   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Section IV:</b> Recommendations   | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ School Principal/Teacher/Counselor   |                          |                          |
| ▪ Advisor to Current Elected/Appointed Office  |                          |                          |
| ▪ Community Member   |                          |                          |
| 2. Has someone else <b>proofread</b> your application for clarity, grammar, spelling, and typos? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you single-space your essay?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is the type/font easy to read and no smaller than 11 point?                                   | <input type="checkbox"/> | <input type="checkbox"/> |

Submit completed applications via e-mail to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)  
by **Friday, October 8, 2021, at 11:59 pm.**

# 60<sup>TH</sup> ANNUAL UNITED STATES SENATE YOUTH PROGRAM

2021-2022 Colorado Student Application Form

Applications Due: Friday, October 8, 2021, by 11:59 pm

CDE Use Only

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Reviewer Name: \_\_\_\_\_

|              |                               |                   |
|--------------|-------------------------------|-------------------|
| Section I:   | Student Academic Background   | /15               |
| Section II:  | Academic and Activity History | /25               |
| Section III: | Student Essays                |                   |
|              | Essay 1                       | /25               |
|              | Essay 2                       | /25               |
| Section IV:  | Recommendations               | /10               |
|              |                               | <hr/>             |
|              |                               | <b>Total</b> /100 |

General Comments:

## APPLICATION EVALUATION CRITERIA

### Section I: Student Academic Background [15 Points]

The reviewer will assess the student's GPA, class rank, and coursework while looking for evidence of high scholastic standing and high levels of achievement.

| Level I<br>0-6 points  | Level II<br>7-10 points  | Level III<br>11-15 points   |
|--|--|---|
| <b>A. Academic Achievement</b>   |  |   |
| <ul style="list-style-type: none"> <li>Last semester GPA is between 2.5-3.09</li> <li>Cumulative GPA is between 2.5-3.09</li> <li>Class rank is in top 15% of student body (rank/total number)</li> <li>Section is not complete</li> </ul> | <ul style="list-style-type: none"> <li>Last semester GPA is between 3.1-3.5</li> <li>Cumulative GPA is between 3.1-3.59</li> <li>Class rank is in top 10% of student body (rank/total number)</li> </ul> | <ul style="list-style-type: none"> <li>Last semester GPA is 3.6 or above</li> <li>Cumulative GPA is 3.6 or above</li> <li>Class rank is in top 5% of student body (rank/total number) – if class rank is available</li> </ul> |
| <b>Comments:</b>   |  |   |
| <b>Total Points:</b>   |  | <b>/15</b>  |

### Section II: Academic and Activity History [35 Points]

The Hearst Foundations are particularly interested in elected or appointed offices held by the student (e.g., a) Student Body or Class President, Vice President, Secretary, or Treasurer, b) Student Council Representative, c) National Honor Society Officer, or d) elected officer in civic or educational organizations such as FBLA or FFA). School clubs (i.e., Chess Club) are not considered civic or educational organizations. The Hearst Foundations are looking for someone who has had experience in government. Therefore, the reviewer will assess student's participation in student government. Also, the reviewer will assess the student's in-school and out-of-school activities, interest in social studies/humanities, honors/recognition, and future goals. The reviewer will focus on the quality of the student's participation while considering high levels of achievement in areas mentioned.

| Level I<br>0-7 points   | Level II<br>8-15 points  | Level III<br>16-25 points  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Demonstrates low level of participation in student government.</li> <li>Lacks compelling evidence of coursework concentration or proficiency in courses.</li> <li>Fails to demonstrate participation in other activities in school or community.</li> <li>Lacks listing of honors, recognition, and awards.</li> <li>Unclearly defined educational and/or career goals.</li> </ul> | <ul style="list-style-type: none"> <li>Shows sufficient level of participation in student government.</li> <li>Includes some evidence of coursework concentration in social studies/humanities (number of courses) and proficiency in these courses (grades).</li> <li>Demonstrates moderate level of participation in other activities in school and/or community and outlines duration involved in those activities.</li> <li>Mentions some honors, recognition, and awards in areas of participation.</li> <li>Describes future educational and career goals with some detail.</li> </ul> | <ul style="list-style-type: none"> <li>Shows high level of participation in student government (time in office).</li> <li>Provides significant evidence of coursework concentration in social studies/humanities (number of courses) and high level of proficiency in these courses (grades).</li> <li>Demonstrates high level of participation in activities in school and/or community and outlines duration involved in those activities.</li> <li>Lists several honors, recognition, and awards in areas of participation.</li> <li>Includes clear and decisive description of future educational and career goals.</li> </ul> |
| <b>Comments:</b>  |  |  |
| <b>Total Points</b>   |  | <b>/25</b>   |



**Section III: Student Essays [50 Points]**

The reviewer will assess the content, purpose, idea development, organization, sentence structure, word usage, and mechanics of the student's essay. The response should demonstrate excellence in writing.

| <b>Essay 1</b>  |  |   |
|---|--|---|
| <b>Level I<br/>0-7 points</b>   | <b>Level II<br/>8-15 points</b>  | <b>Level III<br/>16-25 points</b>   |
| <b>A. Content and Purpose</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Fails to describe how this program will shape future goals.</li> <li>• Lacks clear connection to essay prompt.</li> </ul>  | <ul style="list-style-type: none"> <li>• Describes how participation in this program will help to define career goals and further interest in politics/government/civil service.</li> <li>• Does not establish, maintain, and communicate purpose clearly throughout essay.</li> </ul> | <ul style="list-style-type: none"> <li>• Clearly details how participation this program will help define career goals and further interest in politics/government/civil service.</li> <li>• Clearly establishes, maintains, and communicates purpose throughout the essay.</li> </ul> |
| <b>B. Idea Development and Organization</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Demonstrates little to no consistency and/or provides little support of ideas.</li> <li>• Outlines ideas but not in sequenced and/or coherent manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides consistency in ideas but lacks detail and explanation.</li> <li>• Mostly demonstrates sequencing, coherence, and transitions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Exemplifies consistency in development of ideas, also thoughtfully supports ideas with detail and explanation.</li> <li>• Logically demonstrates sequencing, coherence, and transitions.</li> </ul>  |
| <b>C. Sentence Structure</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Uses sentences that are unclear and ineffective.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses correct and complete sentences that are varied in structure and length, although errors are evident.</li> </ul>  | <ul style="list-style-type: none"> <li>• Effectively uses correct and complete sentences that are varied in structure and length.</li> </ul>  |
| <b>D. Word Usage and Mechanics</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Fails to exhibit correct usage of words and/or uses incorrect spelling, punctuation, and capitalization.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates mostly correct word usage, spelling, punctuation, and capitalization.</li> </ul>   | <ul style="list-style-type: none"> <li>• Correctly and effectively uses words and incorporates correct spelling, punctuation, and capitalization.</li> </ul>  |
| <b>Comments:</b>  |  |   |
| <b>Total Points</b>   |  | <b>/25</b>  |

| <b>Essay 2</b>  |  |   |
|---|--|---|
| <b>Level I<br/>0-7 points</b>   | <b>Level II<br/>8-15 points</b>  | <b>Level III<br/>16-25 points</b>   |
| <b>E. Content and Purpose</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Fails to describe a piece of legislation to be introduced and its importance.</li> <li>• Lacks clear connection to essay prompt.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Describes legislation to be introduced and briefly addresses the importance.</li> <li>• Identifies a senate co-sponsor.</li> <li>• Does not establish, maintain, and communicate purpose clearly throughout essay.</li> </ul> | <ul style="list-style-type: none"> <li>• Clearly presents legislation to be introduced.</li> <li>• Clearly details why the issue is important to the student and identifies a senate colleague co-sponsor.</li> <li>• Clearly establishes, maintains, and communicates purpose throughout the essay.</li> </ul> |
| <b>F. Idea Development and Organization</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Demonstrates little to no consistency and/or provides little support of ideas.</li> <li>• Outlines ideas but not in sequenced and/or coherent manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides consistency in ideas but lacks detail and explanation.</li> <li>• Mostly demonstrates sequencing, coherence, and transitions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Exemplifies consistency in development of ideas, also thoughtfully supports ideas with detail and explanation.</li> <li>• Logically demonstrates sequencing, coherence, and transitions.</li> </ul>  |
| <b>G. Sentence Structure</b>  |  |   |
| <ul style="list-style-type: none"> <li>• Uses sentences that are unclear and ineffective.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses correct and complete sentences that are varied in structure and length, although errors are evident.</li> </ul>  | <ul style="list-style-type: none"> <li>• Effectively uses correct and complete sentences that are varied in structure and length.</li> </ul>  |

| H. Word Usage and Mechanics  |  |  |
|--|--|--|
| • Fails to exhibit correct usage of words and/or uses incorrect spelling, punctuation, and capitalization. | • Demonstrates mostly correct word usage, spelling, punctuation, and capitalization. | • Correctly and effectively uses words and incorporates correct spelling, punctuation, and capitalization. |
| Comments:  |  |  |
| Total Points   |  | /25  |

#### Section IV: Recommendations [10 Points]

The reviewer will verify the recommendations while paying special attention to student eligibility, support of student candidacy, and student's achievement.

| Level I<br>0-3 points  | Level II<br>4-6 points   | Level III<br>7-10 points  |
|--|--|---|
| <b>A. Principal/Teacher/Counselor Recommendation</b>   |  |   |
| • Does not verify student meeting national and state requirements and/or fails to support student's candidacy. | • Verifies student's eligibility and appears to support student's candidacy. | • Verifies student's eligibility and enthusiastically supports student's candidacy.               |
| <b>B. Student Government Advisor Recommendation</b>  |  |   |
| • Fails to support student's candidacy and/or does not mention student's accomplishments.                      | • Supports student's candidacy and describes student's accomplishments.      | • Clearly supports student's candidacy and provides strong evidence of student's accomplishments. |
| <b>C. Outside Recommendation</b>   |  |   |
| • Fails to support student's candidacy and/or does not mention student's accomplishments.                      | • Supports student's candidacy and describes student's accomplishments.      | • Clearly supports student's candidacy and provides strong evidence of student's accomplishments. |
| Comments:  |  |   |
| Total Points   |  | /10   |