



2017-2018 School Year



14201 School Lane • Room 116 • Upper Marlboro, MD 20772 • [www1.pgcps.org](http://www1.pgcps.org)

## Culinary Arts Scholarship

The Excellence in Education Foundation for PGCPS, Inc. (EEF-PGCPS) celebrates excellence in career and technical education and recognizes the importance of assisting outstanding students to continue to positively impact the economy. The EEF-PGCPS wishes to promote the qualities exemplified in outstanding career and technical education among students within the county who demonstrate a positive impact on the economy in the cause of developing and growing the local, state, national, and global economies. Therefore, the EEF-PGCPS has established the Culinary Arts Scholarship for three (3) graduating seniors who best personify “excellence in their CTE program.”

The **Culinary Scholarship** will award **\$3,500** each to three (3) PGCPS graduating seniors who will continue their education at a post-secondary institution.

### APPLICATION REQUIREMENTS

- Must be a PGCPS student.
- Student must have been in attendance without interruption from ninth to twelfth grade in PGCPS.
- Student must have a minimum cumulative grade point average of 2.5 for all high school course work.
- Student must be well-rounded and be enrolled in one of the following PGCPS Career and Technical Education complete programs: Culinary Arts or ProStart.
- Student must include a minimum of two letters of recommendations from previous teachers, administrators, or sponsors of career and technical education program activities. One letter of recommendation must come from a CTE teacher.
- Student must submit a narrative, current transcript and a completed application.

### ESSAY

Students must submit a well-developed, typed essay on the topic below. The essay should be 1-2 pages in length and follow MLA style. Please see attached for specific essay guidelines and rubric.

How has your CTE program impacted your career goals and objectives?

- Include how your work-based learning experiences (within the classroom laboratory and/or internship) has prepared you for this program of study.
- Describe how your program of study experiences changed or influenced your future career aspirations.
- Explain how your program of study changed or impacted your life.

## EVALUATION

The evaluation process will consist of a review of all submitted application materials by the Scholarship Review Committee. Finalists' applications will be forwarded to the Chief Executive Officer or his designee, who may interview the finalists and select the recipients of the scholarship by **April 25, 2018**.

The application must include all of the following to be considered complete:

- Application form
- Current Transcript
- Letters of recommendation on official letterhead – (minimum of two)
- Essay

## INSTRUCTIONS FOR SUBMISSION

All materials submitted with the application become the property of the EEF-PGCPS and will not be returned to applicants.

The completed application and related documents must be submitted to your Professional School Counselor by **March 16, 2018**. Incomplete applications and applications submitted after the deadline will not be considered.

### TIMELINE

<b>DATE</b>	<b>ITEM</b>
December 2017	Send information to the schools and Professional School Counselors; post on PGCPS and Excellence Foundation websites
March 16, 2018	All applications, essays, and related documents are due to Professional School Counselors for review
March 23, 2018	All application packets - <u>including essays that meet established criteria</u> – are due to:  Pamela Smith, Coordinating Supervisor for College & Career Readiness and Innovative Programs, Green Valley Administrative Building 2215 Chadwick Street Temple Hills, MD 20748
March 26 – April 20, 2018	Review application packets – <u>including essays</u> – and determine selection of the top candidates
By April 25, 2018	Chief Executive Officer or his designee may interview finalists and make final selections
By May 7, 2018	Finalists, parents and school administrators notified
May 17, 2018	Finalists, parents, teachers and administrators attend BOE Awards Ceremony

Please direct all questions to Pamela Smith, Coordinating Supervisor for College & Career Readiness and Innovative Programs at (301) 669-6012 or [pamela.jones@pgcps.org](mailto:pamela.jones@pgcps.org).

Attachments:   Application Form  
                      Narrative Rubric

## Culinary Arts Scholarship Application

All applications, essays, and related documents are due to Professional School Counselors for review by Friday, March 16, 2018

Please type or print legibly and use black or blue ink.  
Illegible applications will not be considered.

Name: \_\_\_\_\_  
(Last) (First) (MI)

Address \_\_\_\_\_  
(Street) (City) (State) (Zip Code)

Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
(Home) (Cell)

Date of Birth: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Years Enrolled in Prince George's County Public Schools: \_\_\_\_\_

School Now Attending: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Grade Point Average (GPA) \_\_\_\_\_

Post-High School Plans: \_\_\_\_\_

---

---

---

---

---

### INTEGRITY OF APPLICATION STATEMENT

My signature below constitutes my affirmation that:

- All of the information in this application is true and correct to the best of my knowledge.
- The essay is my own original work (with the exception of those portions which are properly documented.)
- If selected to be a recipient of the Technical Scholarship, I agree to participate in a PGCPs video/photo opportunity which will be used to help publicize the availability and value of the scholarship opportunity.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ESSAY GUIDELINES AND RUBRIC

Please also keep in mind the following criteria:

- The applicant's name and address must appear on the top right corner of each page of the essay.
- The essay must be typed (double-spaced) in either Times New Roman or Arial (font size 12).
- The essay must be two pages in length and must be written using MLA style.

Each applicant's narrative will be scored using the rubric below.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>General Reflection</b>	<p>Applicant presents a thoughtful reflection on career readiness, recounting detailed examples of career readiness experiences.</p> <p>The narrative meets the criteria set forth.</p>	<p>Applicant completes a reflection on career readiness and recounted past service experiences.</p> <p>The narrative meets the criteria set forth.</p>	<p>Applicant completes a reflection on career readiness. Little detail was provided on the experience(s).</p> <p>The narrative meets most of the criteria set forth.</p>	<p>Applicant made an attempt to complete reflection on career readiness, but no details about the experience(s) are included.</p> <p>The narrative meets some of the criteria set forth.</p>
<b>Sense of Career Readiness</b>	<p>Applicant's reflections show deep personal understanding of the importance of career readiness and the ability to make a difference.</p>	<p>Applicant's reflections show a growing understanding of the importance of career readiness and the ability to make a difference.</p>	<p>Applicant's reflections show a limited understanding of the importance of career readiness.</p>	<p>Applicant's reflections show that s/he is largely unaffected by career readiness and her/his ability to make a difference.</p>
<b>Development and Organization of Essay</b>	<p>Applicant's narrative has an engaging introduction that orients readers and provides a strong conclusion.</p> <p>It also establishes a natural/logical sequence of reflection, using effective transitions to convey this.</p>	<p>Applicant's narrative has an effective introduction and provides a conclusion that sums up the reflection.</p> <p>It has a logical flow, but needs more transitions.</p>	<p>Applicant's narrative has an introduction that needs more development and lacks a strong conclusion.</p> <p>It includes unnecessary information and may seem choppy.</p>	<p>Applicant's narrative lacks an effective introduction and ends abruptly.</p> <p>It also includes distracting information and has no clear sequence of events/thoughts.</p>
<b>Language Usage</b>	<p>Applicant's narrative maintains a clear point of view, uses relevant descriptive details, and shows a command of English Language conventions.</p>	<p>Applicant's narrative maintains a point of view and includes relevant descriptive details. There may be a few errors in conventions.</p>	<p>Applicant's narrative has some lapses in point of view, lacks effective descriptive details, and has some distracting errors in conventions.</p>	<p>Applicant's narrative lacks a clear point of view, mostly lacks or offers no effective details, and has major errors in conventions.</p>

**FOR THE SELECTION COMMITTEE**

This rubric is included in the application materials and is the basis for scoring applicant's reflection essays.

	4	3	2	1
<b>General Reflection</b>	<p>Applicant presents a thoughtful reflection on career readiness, recounting detailed examples of career readiness experiences.</p> <p>The narrative meets the criteria set forth.</p>	<p>Applicant completes a reflection on career readiness and recounted past service experiences.</p> <p>The narrative meets the criteria set forth.</p>	<p>Applicant completes a reflection on career readiness. Little detail was provided on the experience/s.</p> <p>The narrative meets most of the criteria set forth.</p>	<p>Applicant made an attempt to complete reflection on career readiness, but no details about the experience/s are included.</p> <p>The narrative meets some of the criteria set forth.</p>
<b>Sense of Career Readiness</b>	<p>Applicant's reflections show deep personal understanding of the importance of career readiness and the ability to make a difference.</p>	<p>Applicant's reflections show a growing understanding of the importance of career readiness and the ability to make a difference.</p>	<p>Applicant's reflections show a limited understanding of the importance of career readiness.</p>	<p>Applicant's reflections show that s/he is largely unaffected by the career readiness and her/his ability to make a difference.</p>
<b>Development and Organization of Essay</b>	<p>Applicant's narrative has an engaging introduction that orients readers and provides a strong conclusion.</p> <p>It also establishes a natural/logical sequence of reflection, using effective transitions to convey this.</p>	<p>Applicant's narrative has an effective introduction and provides a conclusion that sums up the reflection.</p> <p>It has a logical flow, but needs more transitions.</p>	<p>Applicant's narrative has an introduction that needs more development and lacks a strong conclusion.</p> <p>It includes unnecessary information and may seem choppy.</p>	<p>Applicant's narrative lacks an effective introduction and ends abruptly.</p> <p>It also includes distracting information and has no clear sequence of events/thoughts.</p>
<b>Language Usage</b>	<p>Applicant's narrative maintains a clear point of view, uses relevant descriptive details, and shows a command of English Language conventions.</p>	<p>Applicant's narrative maintains a point of view and includes relevant descriptive details. There may be a few errors in conventions.</p>	<p>Applicant's narrative has some lapses in point of view, lacks effective descriptive details, and has some distracting errors in conventions.</p>	<p>Applicant's narrative lacks a clear point of view, mostly lacks or offers no effective details, and has major errors in conventions.</p>