

**TO THE STUDENT APPLICANT**

For the Personal Recommendation, you should choose an adult who has insight into your personal character as well as your family history. A good option may be a counselor, coach, pastor, employer, teacher who knows you particularly well, etc. **A family member, significant other, College Success Foundation employee or peer is not acceptable for a personal recommender.**

First, fill in the spaces below with your name, city and state. Then, give this form to the individual who agrees to provide you with a Personal Recommendation. S/He will mail the evaluation to the College Success Foundation.

\_\_\_\_\_  
Applicant First Name

\_\_\_\_\_  
Applicant Last Name

\_\_\_\_\_  
City

\_\_\_\_\_  
State

**TO THE PERSONAL RECOMMENDER**

The student named above is applying to the College Success Foundation for a college scholarship. The scholarship amounts are up to \$5,000 annually for a maximum of four years per student.

**We are asking for your input about the applicant in two ways:**

- A) Rate the applicant in respect to eight specific traits by filling out the grid on the second page;**
- B) Write a Letter of Recommendation. For your letter please write about an opportunity you had to witness the applicant work to achieve a long-term goal. What positive traits did you observe in the applicant that you believe will help her/him to be successful in college? Please type or word process your response on a separate page or pages. Include your signature at the end of your comments.**

**PLEASE MAIL BOTH PAGES AND YOUR LETTER OF RECOMMENDATION TO:**

**College Success Foundation  
Attn: Leadership 1000  
1605 NW Sammamish Rd, Suite 200  
Issaquah, WA 98027**

**THANK YOU FOR YOUR ASSISTANCE! WE APPRECIATE YOUR TIME AND THOUGHTFUL ANSWERS!**

\_\_\_\_\_  
Recommender First Name

\_\_\_\_\_  
Recommender Last Name

Daytime Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Position: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

I have known the applicant for a total of \_\_\_\_\_ year(s) and \_\_\_\_\_ months(s).

In what capacity have you known the applicant? \_\_\_\_\_

My signature on this form certifies that all statements contained in the attached statement are accurate and complete to the best of my knowledge, and that I am not a family member, significant other, classmate, or a peer of the applicant.

\_\_\_\_\_  
RECOMMENDER SIGNATURE

\_\_\_\_\_  
DATE SIGNED

Rate the applicant in respect to the following eight variables. Place a check mark in the one box that best characterizes your assessment for each trait.

No knowledge of this trait	TRAIT	Extremely weak	Needs Improvement	Average	Well above Average	Exceptional (top 10%)	One of the Top Few People I have Encountered
<b>Positive Self Concept</b>							
	Student demonstrates self-awareness, strength of character, determination, and independence.						
<b>Realistic Self Appraisal</b>							
	Student demonstrates the ability to recognize her/his strengths and deficiencies, and works hard at self-development.						
<b>Long-Term Goal Setting and Follow-Through</b>							
	Student demonstrates the ability to plan ahead, set goals, and work toward these goals though gratification may have to be deferred.						
<b>Navigating Social Systems</b>							
	Student demonstrates an awareness of how her/his social system works, and how s/he can get things done even if s/he is at a disadvantage because the system has been designed by others. Despite any challenges, the student acts positively, effectively, and assertively to move forward.						
<b>Willingness to Use Support Systems</b>							
	Student demonstrates the ability and willingness to turn to a mentor or other strong support person for encouragement in a crisis.						
<b>Community Service</b>							
	Student demonstrates an awareness of the world beyond her/his needs through participation in community involvement projects, or assists in meeting her/his own family needs.						
<b>Leadership Potential</b>							
	Student demonstrates positive leadership in some area of her/his life (e.g. family, work, religious, sports, community, academic, or non-educational groups).						
<b>Intellectual Curiosity</b>							
	Student possesses a zeal for learning that is demonstrated in her/his development of an interest area outside the regular curriculum — perhaps concerning her/his cultural background or involving culturally derived ways of learning.						