

# 2019-2020 Hug Scholarships

## Application Process

**Submit ALL of the following documents to the main office by 3:00 p.m. on Wednesday, December 18<sup>th</sup>, 2019!! You must personally sign the signature sheet at the time of drop-off in order to be considered for any scholarship awards!**

**\*\*\*NO LATE OR INCOMPLETE APPLICATIONS WILL BE CONSIDERED FOR AWARDS!!!!\*\*\***

1. **Completed 2019-20 Cover Sheet-typed**, with recent picture included
2. **Essay**- Maximum of 2 pages, (*typed, 12pt font, Times New Roman, Double spaced with 1" margins*)
3. **Resume-typed**, see sample format
4. **ACT and/or SAT Scores (If both are available, submit both!)**
  - Students must supply at least one test score in order to be considered for any awards. If both an ACT and an SAT score are provided, the highest score will be used for ranking/scoring.
5. **Must Have Completed Your 2020-2021 FAFSA**-You will need your EFC from your FAFSA (if non-FAFSA eligible, see the bottom of the cover sheet for further instructions on what to provide)
6. **TWO Letters of Recommendation** - (See tips on requesting letters) One letter must come from a person **OFF CAMPUS** and then returned to you in a signed and sealed envelope for you to include in your application. **YOU MAY NOT USE TWO ON CAMPUS RECOMMENDERS FOR THE LETTERS OF RECOMMENDATION REQUIREMENT! IN ADDITION, LETTERS MAY NOT BE WRITTEN BY MEMBERS OF YOUR IMMEDIATE FAMILY.**

Interviews will be conducted **Thursday, February 13<sup>th</sup> and/or Friday, February 14<sup>th</sup> 2020.** Only students who complete the interview process will be considered for scholarship awards and all interview times will be scheduled in advance. Failure to arrive on time to your scheduled interview **will result in your disqualification from consideration for any awards/scholarships!** Current semester transcripts and attendance records will be made available to the committee for review and consideration in the scholarship/award decision process.

**\*\*\*APPLICATIONS THAT ARE TURNED IN LATE, MISSING INFORMATION AND/OR THE REQUIRED DOCUMENTS, WILL NOT BE GRANTED AN INTERVIEW AND THEREFORE DISQUALIFIED FROM FURTHER AWARD CONSIDERATION\*\*\***

## 2019-20 Hug Scholarships-Cover Sheet

Name of Applicant

Email Address

Did either of your parents graduate from a college  
or university within the United States?

Y ☐ or N ☐

Your Future Major/Field of Study (Career Goal)

Name of College/University You're Planning to Attend

Future College/University-Financial Aid Office Address

Father/Guardian Name

Job/Occupation

Mother/Guardian Name

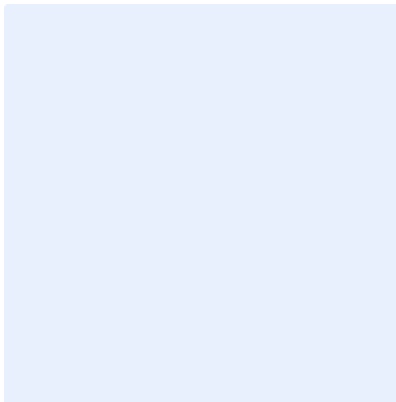
Job/Occupation

What is your **EFC** from the 2020-2021 FAFSA?

EFC is available on your FAFSA Student Aid Report. ONLY if you are non-FAFSA eligible, you may put "N/A" in the above box and provide a copy of the first two pages of your parents' 2018 taxes. A sample of those pages can be found attached to the end of this application packet  
**If taxes were not filed, see Mrs. Lott PRIOR to turning in your application!**

How many people live in your parents' household?

**Attach a Picture of Yourself in the Box Below:**



## **2019-20 Hug Scholarship Essay**

- \* Use the prompt below to construct your scholarship essay
  - \*2 Page **Maximum** Length
  - \*Typed 12 pt font, Times New Roman
  - \*Double spaced with 1” margins
  - \*Titled
- \*Header with name and prompt number on top of each page
  - \*See Provided Writing Rubric

**\*\*Prompt\*\***

**Using personal and/or academic experiences, please explain why you should receive a scholarship from this committee.**

# Writing Rubric

|  |  |  |
|--|--|--|
| <p style="text-align: center;"><b>SCORE “SIX”</b></p> <p>A six paper is superior. It exemplifies <b>ALL OR MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>• Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight.</li> <li>• Clarifies and defends or persuades with precise and relevant evidence; clearly defines and frames issues..</li> <li>• Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme.</li> <li>• Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner.</li> <li>• Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect.</li> <li>• Commits few, if any, errors in standard English rules for grammar/usage and mechanics.</li> </ul> | <p style="text-align: center;"><b>SCORE “FIVE”</b></p> <p>A five paper is distinctly above average. It displays <b>ALL OR MOST</b> of the following:</p> <ul style="list-style-type: none"> <li>• Focuses and develops ideas in an effective and detailed manner.</li> <li>• Defends and/or persuades with important and relevant evidence; defines and frames issues.</li> <li>• Organizes ideas clearly and coherently using structures appropriate to purpose.</li> <li>• Communicates a sense of commitment to the topic and to the audience's involvement.</li> <li>• Uses varied sentence structure and word choice effectively.</li> <li>• Commits few errors in standard English grammar/usage and mechanics.</li> </ul>   | <p style="text-align: center;"><b>SCORE “FOUR”</b></p> <p>A four paper is adequate. It exhibits <b>ALL OR MOST</b> of the following characteristics:</p> <ul style="list-style-type: none"> <li>• Adequately focuses and develops ideas with detail.</li> <li>• Defends and/or persuades with support and clarity, using relevant evidence.</li> <li>• Organizes ideas in a satisfactory manner with adequate coherence and logic.</li> <li>• Uses a voice that is appropriate to audience and purpose.</li> <li>• Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable.</li> <li>• Commits some errors in standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions.</li> </ul> |
| <p style="text-align: center;"><b>SCORE “THREE”</b></p> <p>A three paper is inadequate. It is clearly flawed in <b>SOME OR ALL</b> of the following ways:</p> <ul style="list-style-type: none"> <li>• Focuses, but may not display mature or well-developed content.</li> <li>• Attempts defense or persuasive stance but position is unclear and/or evidence is brief, tangential or based solely on personal opinion.</li> <li>• Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic.</li> <li>• Lacks sincerity of purpose in the writer’s attempt to involve the audience appropriately.</li> <li>• Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate.</li> <li>• Contains flaws in standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions.</li> </ul>        | <p style="text-align: center;"><b>SCORE “TWO”</b></p> <p>A two paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in <b>SOME OR ALL</b> of the following ways:</p> <ul style="list-style-type: none"> <li>• Lacks focus and development; may list items with little or no supporting detail.</li> <li>• Defends or persuades from a stance that is unclear or absent; evidence is vague or missing.</li> <li>• Contains serious flaws in structure, organization and coherence.</li> <li>• Attempts, but fails in the writer’s attempt to involve the audience appropriately.</li> <li>• Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate.</li> <li>• Displays consistent violations in standard English rules of grammar/usage and mechanics that impede understanding.</li> </ul> | <p style="text-align: center;"><b>SCORE “ONE”</b></p> <p>A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It illustrates <b>SOME OR ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>• Simply repeats the topic or fails to provide adequate development.</li> <li>• Fails to establish a position and/or develop persuasive view; evidence is not apparent.</li> <li>• Shows almost no structure, organization or coherence.</li> <li>• Does not address the audience appropriately.</li> <li>• Uses limited and/or immature sentence structure and word choice.</li> <li>• Overwhelms the reader with serious violations of standard English rules, grammar/usage and mechanics.</li> </ul>                          |

**\*\*SAMPLE\*\***

**Joe Student**  
4602 Hawk Lane  
Reno, Nevada 89512  
775-555-5555

**\*\*SAMPLE\*\***

### **SCHOOLS ATTENDED**

*(Each category should be listed with the most recent information first/on top of the list)*

Procter R. Hug High School

GPA

Seeking  Diploma (Standard? Advanced? Honors?)

### **SCHOOL and COMMUNITY ACTIVITIES**

*(Only provide information that has occurred or happened while you have been in high school for all categories, include hours per week or month)*

|                              |                 |                 |
|------------------------------|-----------------|-----------------|
| Honor Society                | 4-5 hours/month | (10, 11, 12)    |
| Member of church youth group | 2 hours/week    | (9, 10, 11, 12) |
| Academic Challenge           | 4 hours/month   | (9, 10, 11, 12) |
| School Swimming              | 5 hours/week    | (9, 10, 11, 12) |
| Intramural Volleyball        | 2 hours/week    | (11)            |
| German Club                  | 1 hour/week     | (9, 10, 11)     |
| Golden Apple Marching Band   | 3 hours/week    | (9, 10)         |

### **VOLUNTEER WORK**

*(Include hours/week or month and details of duties performed)*

|   |                        |                 |
|---|------------------------|-----------------|
| Special Olympics  | ex.4hrs/June each year | (9, 10, 11, 12) |
| <i>(ex. Work with setting up events, staging areas, etc.)</i>                           |                        |                 |
| Big Sister for YMCA   | ex.4hrs/month          | (9, 10, 11, 12) |
| <i>(ex. Meet monthly with "little" providing homework help, guidance, and support.)</i> |                        |                 |
| Assist with Sunday school   | ex.1 hour/week         | (10, 11, 12)    |
| <i>(ex. Organize and pass out daily materials, supervise and read to children..)</i>    |                        |                 |
| Counselor for Kids Care Retreat   | ex.8hrs/July each year | (11, 12)        |
| <i>(ex. Organize events, take groups on hikes, supervise small groups, etc..)</i>       |                        |                 |

### **EMPLOYMENT**

*(Include job responsibilities for each job listed; hours per week or month)*

|   |                                  |                 |
|---|----------------------------------|-----------------|
| Tutor for Elementary spelling and math  | ex.2 hours/week during school yr | (9, 10, 11, 12) |
| Teach swimming at YMCA                  | ex.10 hours/week-June-July       | (10, 11, 12)    |
| Baby sat siblings, relatives, neighbors | ex.2-3 hours/month               | (9, 10, 11)     |

### **HONORS AND AWARDS**

|   |                 |
|---|-----------------|
| Distinguished Scholar--Academic Challenge | (9, 10, 11, 12) |
| Honor Roll                                | (9, 10, 11, 12) |
| Lettered in Swimming                      | (9, 10, 11, 12) |
| First Team All-Conference Swimming        | (11, 12)        |
| Honorable Mention Conference Swimming     | (10, 11)        |

## Tips for Requesting Letters of Recommendation

\*\*\*(Letters of Recommendation from members of the Hug Scholarship Committee (Mr. Aytes, Mrs. Herrera, Mrs. Lott, Mrs. Martin, Mr. Nolan, Ms. Piper, Mrs. Revilla, or Ms. VanHorne) will not be accepted. \*\*\*

The purpose of the letter of recommendation is to provide the selection committee with third-party documentation and validation of your background. They want to read the opinion of someone who is familiar with your background and knows you well. It is even better if they can compare you with other students, especially students who have won the award previously. Teachers, employers, community service supervisors, mentors, and many others may be able to provide you letters of recommendation.

- **Seek good letters of recommendation.** When asking people to write you a letter of recommendation, ask them if they can write you a *good* letter of recommendation. You should pick people who can not only write well, but write well about you.
- **Pick letters that are relevant.** Choose people who are relevant to the sponsor's goals. For example, ask a science teacher to write a letter of recommendation for a science scholarship, not your English teacher. All else being equal, it is better to ask someone who has known you longer and who is more impressed by your qualifications.
- **Good letters are independent but know you.** Depending on the nature of the scholarship program, you should consider asking your teachers or professors, your employer, your coach, the director of a community service activity where you volunteered your time, and anybody who knows you well. Never, however, ask a family member to write a letter on your behalf.
- **Be courteous when asking.** Provide the recommender with a stamped and addressed envelope and any required forms. It is also helpful to provide them with a summary of the purpose of the award. Ask him or her to write the letter **at least 2 weeks before it is due.** You may also ask that the recommender save an electronic copy in order to provide future copies if needed.
- **Let them know whether their recommendation will be confidential or if you will have access to it.**
- **Create an activity resume.** An activity resume is a summary that lists of all your accomplishments, both academic and extracurricular.
- **You should provide a copy of your activity resume to the people who will be writing letters of recommendation for you.** Even people who have known you for a long time may not be familiar with all of your accomplishments, and the resume can help jog their memory. They will also be able to incorporate details from your resume into their letters, making it seem like they know you better than they do. The resume will also help save them time when they are writing your letter. Writing a good letter takes time, so anything you can do to make this process easier will help.
- **Send the writer a thank you note after the letter has been completed.** In all likelihood you will ask them to write additional letters for you. If you send them a thank you, it will give them a good impression and make them more willing to spend time writing/providing you additional letters in the future.

## Interview Preparation Questions/Topics Guide

In order to be considered for any scholarship award(s), Hug scholarship applicants **MUST** complete an interview with the scholarship committee. The interviews for this year's scholarship process will be held Thursday, February 13<sup>th</sup> and/or Friday, February 14<sup>th</sup>. Those applicants who meet the requirements and deadlines of the application process will be notified of their scheduled interview time in advance. **Failure to be on time for your scheduled interview will result in your disqualification from consideration for any awards/scholarships!** The questions below are designed to help you think about the types of issues/topics you could expect to encounter during your interview. Although some of the topics addressed by the questions below may come up within the interview, **THESE ARE NOT THE EXACT QUESTIONS YOU WILL BE ASKED IN YOUR INTERVIEW!!!!**

In addition to this "guide", an interview preparation workshop will be held on campus in late January. At this workshop, Mrs. Lott will provide further preparation, guidelines, suggestions, and resources for each interested applicant. The workshop is **NOT MANDATORY** but may be helpful to those interested in preparing for their interview. The exact date and time of this workshop will be announced mid-January so keep your eyes and ears open for further details!

- Describe your greatest strength and greatest weakness. How will these work for or against you as you finish high school and begin college?
- What are your expectations of yourself? How do your personal expectations influence your actions both in the classroom and out?
- What sets you apart from your classmates? What types of experiences, actions, or traits make you unique from your peers?
- If you had to tell a stranger something personal about yourself that is not immediately apparent, what would you tell them and why?
- Life is full of lessons to be learned. What are the most important lessons you've learned in life and how have they changed you or your actions?

# Sample of Requested Tax Forms for Non-FAFSA Eligible Applicants

(May have an "A" after the 1040)

(Should have 2018 here)

**1040** Dual-50s to RETURN  
Department of the Treasury—Internal Revenue Service  
**U.S. Individual Income Tax Return** 2001  
OMB No. 1545-0046

For the year 2001, 2000, or other year beginning 1-1-01, 1-1-00, or 1-1-99, enter the year.

**Label** (See instructions on page 1.)  
Use the IRS label. Otherwise, please print or type.

**1** Your first name and initial  
Sam R.

**2** Last name  
Brown

**3** Your social security number  
000 00 0000

**4** If a joint return, spouse's first name and initial  
[Blank]

**5** Last name  
[Blank]

**6** Spouse's social security number  
[Blank]

**7** Home address (number and street). If you have a P.O. box, see page 18.  
2617 Pawlar Place

**8** Apt. no.  
[Blank]

**9** City, town or post office, state, and ZIP code. If you have a foreign address, see page 18.  
Arling, VA 22000

**10** Important! You must enter your SSN(s) above.

**11** You ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No

**12** Filing Status  
1 ☒ Single  
2 ☐ Married filing joint return (even if only one had income)  
3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here.  
4 ☐ Head of household (with qualifying person). (See page 18.) If the qualifying person is a child but not your dependent, enter this child's name here.  
5 ☐ Qualifying widow(er) with dependent child (year spouse died ☐ ), (See page 18.)

**13** Exemptions  
a ☒ Yourself. If your parent for someone else can claim you as a dependent on his or her tax return, do not check box 13a.  
b ☐ Spouse.  
c ☐ Dependent:  
1) First name Last name (2) Dependent's social security number (3) Dependent's relationship to you (4) If you claim a child as a dependent, enter child's name here (See page 18.)  
d Total number of exemptions claimed ☐ 1

**14** Income  
7 Wage, salary, tips, etc. Attach Form(s) W-2. **7** 26,300  
8 Taxable interest. Attach Schedule B if required. **8** 366  
9 Tax-exempt interest. Do not include on line 8a. **9** 120  
10 Ordinary dividends. Attach Schedule B if required. **10** [Blank]  
11 Taxable refunds, credits, or offsets of state and local income taxes (see page 22). **11** [Blank]  
12 Alimony received. **12** [Blank]  
13 Business income or (loss). Attach Schedule C or C-EZ. **13** [Blank]  
14 Capital gain or (loss). Attach Schedule D if required. If not required, check here. ☐ 14  
15 Other gains or (losses). Attach Form 4797. **15** [Blank]  
16a Total IRA distributions. **16a** [Blank] b Taxable amount (see page 22). **16b** [Blank]  
17a Total pension and annuity. **17a** [Blank] b Taxable amount (see page 22). **17b** [Blank]  
18 Rental real estate, royalties, partnerships, S corporations, trusts, etc. Attach Schedule E. **18** [Blank]  
19 Farm income or (loss). Attach Schedule F. **19** [Blank]  
20 Unemployment compensation. **20** [Blank]  
21 Social security benefits. **21a** [Blank] b Taxable amount (see page 22). **21b** [Blank]  
22 Other income. List type and amount (see page 27). **22** [Blank]  
23 Add the amounts in the far right column for lines 7 through 21. This is your total income. **23** 26,616

**24** Adjusted Gross Income  
24 IRA deduction (see page 27). **24** [Blank]  
25 Student loan interest deduction (see page 24). **25** [Blank]  
26 Another MSA deduction. Attach Form 8955. **26** [Blank]  
27 Moving expenses. Attach Form 8903. **27** 6,300  
28 One-half of self-employment tax. Attach Schedule SE. **28** [Blank]  
29 Self-employed health insurance deduction (see page 30). **29** [Blank]  
30 Self-employed SEP, SIMPLE, and qualified plans. **30** [Blank]  
31 Penalty on early withdrawal of savings. **31a** [Blank] b Recipient's SSN **31b** [Blank]  
32 Add lines 23 through 31a. **32** 6,300  
33 Subtract line 32 from line 23. This is your adjusted gross income. **33** 20,316

For details, see instructions. Privacy Act and Paperwork Reduction Act Notice, see page 72. Q4 No. 1180B Form 1040 (2001)

Form 1040 (2001) Page 2

**34** Amount from line 33 (adjusted gross income). **34** 20,316

**35a** Check if ☐ You were 65 or older, ☐ Blind, ☐ Spouse was 65 or older, ☐ Blind. Add the number of boxes checked above and enter the total here. **35a** 3

**35b** If you are married filing separately and your spouse itemizes deductions, or you were a dual-status alien, see page 18 and check here. ☐ 35b

**36** Standard Deduction **36** 300  
a People who checked any box on line 35a or 35b or who can be claimed as a dependent, see page 18.  
b All others: **36** 300  
37 Limited deductions from Schedule A or your standard deduction (see left margin) **37** 18,600  
38 Subtract line 36 from line 34. **38** 2,900  
39 If line 38 is \$9,725 or less, multiply \$2,900 by the total number of exemptions claimed on line 6d. If line 38 is over \$9,725, see the worksheet on page 38. **39** 16,665  
40 Taxable income. Subtract line 38 from line 37. If line 38 is more than line 37, enter -0-. **40** 2,637  
41 Tax (see page 38). Check if any tax from a ☐ Form 9914 b ☐ Form 4872. **41** 2,637  
42 Alternative minimum tax (see page 34). Attach Form 6251. **42** [Blank]  
43 Add line 40 and 41. **43** 2,637  
44 Foreign tax credit. Attach Form 1116 if required. **44** [Blank]  
45 Credit for child and dependent care expenses. Attach Form 2441. **45** [Blank]  
46 Credit for the elderly or the disabled. Attach Schedule R. **46** [Blank]  
47 Education credits. Attach Form 8863. **47** 300  
48 Rate reduction credit. See the worksheet on page 34. **48** [Blank]  
49 Child tax credit (see page 37). **49** [Blank]  
50 Adoption credit. Attach Form 8839. **50** [Blank]  
51 Other credits from a ☐ Form 8900 b ☐ Form 8901 c ☐ Form 8902 **51** 300  
52 Add lines 43 through 50. These are your total credits. **52** 300  
53 Subtract line 51 from line 43. If line 51 is more than line 43, enter -0-. **53** 2,337

**54** Self-employment tax. Attach Schedule SE. **54** [Blank]  
55 Social security and Medicare tax on tip income not reported to employer. Attach Form 4137. **55** [Blank]  
56 Tax on qualified plans, including IRAs, and other tax-favored accounts. Attach Form 5628 if required. **56** [Blank]  
57 Advance earned income credit payments from Form(s) W-2. **57** [Blank]  
58 Household employment taxes. Attach Schedule H. **58** [Blank]  
59 Add lines 52 through 57. This is your total tax. **59** 2,337

**60** Payments  
60 Federal income tax withheld from Forms W-2 and 1099. **60** 2,736  
61 2001 estimated tax payments and amount applied from 2000 return. **61** [Blank]  
62a Earned income credit (EIC). **62a** [Blank]  
62b Nonrefundable earned income credit. **62b** [Blank]  
63 Excess social security and RRTA tax withheld (see page 51). **63** [Blank]  
64 Additional child tax credit. Attach Form 8812. **64** [Blank]  
65 Amount paid with request for extension to file (see page 51). **65** [Blank]  
66 Other payments. Check if from a ☐ Form 2449 b ☐ Form 4180 **66** [Blank]  
67 Add lines 59, 60, 61a, and 62 through 65. These are your total payments. **67** 2,736

**68** Refund  
68a If line 60 is more than line 59, subtract line 59 from line 60. This is the amount you overpaid. **68a** 499  
68b Amount of line 67 you want refunded to you. **68b** 499  
69 Routing number **69** [Blank]  
70 Account number **70** [Blank]  
71 Amount of line 67 you want applied to your 2002 estimated tax. **71** [Blank]  
72 Amount you owe. Subtract line 68b from line 59. For details on how to pay, see page 32. **72** [Blank]  
73 Estimated tax penalty. Also include on line 70. **73** [Blank]

**74** You Owe  
Do you want to allow another person to prepare this return with the IRS (see page 59)? ☐ Yes Complete the following ☐ No

**75** Third Party Designee  
Designee's name **75** [Blank] Phone no. **75** [Blank] Personal identification number (PIN) **75** [Blank]  
Under penalty of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

**76** Sign Here  
Your signature **76** Sam R. Brown Date **76** 2-16-2002 Your occupation **76** RAD Specialist  
Spouse's signature, if a joint return, both must sign. Date **76** [Blank] Spouse's occupation **76** [Blank]  
Keep a copy for your records.

**77** Paid Preparer's Use Only  
Preparer's signature **77** [Blank] Date **77** [Blank] Check if self-employed **77** ☐ Preparer's EIN or PTIN **77** [Blank]  
Firm's name (or yours if self-employed), address, and ZIP code **77** [Blank] Phone no. **77** [Blank]

Form 1040 (2001)