

LUCAS LIONS CLUB SCHOLARSHIP AWARDS

General:

The Lucas Lions Club awards three scholarships annually to graduating Lucas High School seniors to support their continuing education. These scholarships are known as 1) the Richard W. and M. Charlotte McFarland Memorial Scholarship, 2) the Richard Arehart Memorial Scholarship and 3) the Duane Berry Memorial Scholarship. The three awards are equal, and applicants, if successful, may be awarded any one of the three. Each of the awards is in the sum of \$1000.00.

Application Procedure:

The format for applying for one of the scholarships is:

General qualifying criteria are: a) The student shall have a 3.0 or better grade average, b) Possess leadership qualities, reflected in his/her activities and accomplishments, c) Possess good character and a positive attitude, and d) Be involved in school and community activities. The school administration shall attest to the Lions Club selection committee that these criteria are met.

Lucas Lions Club is a member of Lions Club International, a service organization whose five pillars of service focus on diabetes, vision, hunger, the environment and childhood cancer.

Applying seniors shall submit written application to the school administration by the first Friday in April of their senior year. The applicant should include within the application a description of their future educational plans and their long range goals. Additionally, applicants should note why, by virtue of school activities, community services and general good citizenship, they feel they are worthy of one of the scholarships. Applicants should, where possible, make connections between their activities or plans and one or more of the Lions Club five pillars of service.

Judging:

The applications are submitted to the Lions Club Scholarship Committee anonymously. The applications are reviewed by the committee and each committee member will select four top entries. A point value will be awarded these top four choices as follows: 1st place, 4 points; 2nd place, 3 points; 3rd place, 2 points; and 4th place, 1 point. The points are accumulated from the judges and the three applicants with the highest scores are named the winners. The 4th place finisher is designated as an alternate, but is not to be identified unless one of the winners is unable to fulfill the commitments of the scholarship acceptance.

Awards and Presentation:

The recipients of the awards are announced at the awards program and presented during graduation ceremonies.

Payment of Grant:

Upon completion of the recipients first grading period of their freshmen college year, the student will submit a copy of their transcript to the guidance counselor, who will forward it to the Lions Club for subsequent payment. If the transcript is not received by the school within 30 days after the end of the first grading period, the award will be forfeited!

	5 Points	4 Points	3 Points	2 Points	1 Point
Description of future educational plans	University and course of study listed (unknown is acceptable), includes a detailed explanation of program and why they have chosen that path.	Only university or course of study is listed. The explanation of why they have chosen the course of study is still detailed.	Only university or course of study is listed. There is not much detail in the student's explanation of the program they have chosen to study.	No university or course of study is provided. The student shares vague details of what they hope to do in college but shows lack of any real plan.	There is no clear indication in the essay of any future educational plans made by the student.
Description of long-range goals	Student has identified two or more goals and detailed descriptions of what those goals are. Should include 4 of the 5 (specific, measurable, achievable, realistic, and timely).	Student has identified one or more goals as well as details. That goal(s) has 3 of the 5 (specific, measurable, achievable, realistic, and timely).	Student has identified one or more goals as well as details. That goal(s) has 2 of the 5 (specific, measurable, achievable, realistic, and timely).	Student has mentioned a goal, it is not very clear what exactly the goal is or how they intend to achieve that goal. Little to no thought is observed.	There is no goal listed, or the goal is not specific or realistic enough to be considered as an example for this essay.
Description of community service activities	There are two or more activities and/or groups that the student has helped. Student has also made a connection to how that service has impacted them or the community.	There are two or more activities and/or groups mentioned. However, the student has not made a connection to how that service has impacted them or the community.	There is only one activity and/or group mentioned. The student has detailed the work done and how it has impacted them or the community.	There is only one activity and/or group mentioned. However, the student has not made a connection to how that service has impacted them or the community.	The student has no community service and/or has not made any real effort to explain anything about the service other than to list it.
Evidence of good citizenship, leadership in school and community activities	Student has listed three or more activities they are involved in (sports are to be counted, but only as one group even if student is involved in more). Very detailed evidence provided, as well.	Student has listed three or more activities they are involved in. There is not much detail in explaining the lessons learned by the student in these roles.	Student has listed between one and three activities they have been involved in. They have also provided very detailed evidence of activities, responsibilities, and lessons learned	Student has listed between one and three activities they have been involved in. There is not much detail in explaining the lessons learned by the student in these roles.	The student has provided little to no evidence of any activities they have been involved in. Or the explanation of the activities shows little effort on the part of the student.
Tie in to one of the Pillars of Lions Club	Student has made a connection to one of the 5 pillars at some point in their essay. It must be personal to the student.	Student has made a connection to one of the 5 pillars, but it is not personal. It is included for the sake of being included.	Student has not made any connection to one of the 5 pillars in their essay.		