Williamson County Retired Teachers Association ASPIRING EDUCATOR SCHOLARSHIP

Application for Scholarship

WCRTA supports future educators by awarding two \$1,000 scholarships to graduating seniors who plan to major in education. Applicants may be graduating seniors from any high school in a Williamson County independent school district.

Recipients (invited with their parents and counselor) are expected to attend the WCRTA Membership Meeting and Luncheon in June, where they will be recognized and congratulated by the WCRTA membership. Recipients will submit a progress letter to WCRTA at the end of their Fall and Spring semesters.

Application Submission Process: The electronic version of this application is available at www.WCRTA.org as a fillable PDF. The applicant should complete electronically (no handwritten submissions), print the document, then sign, scan with required documentation (Letters of Acceptance, Transcript, and SAT and ACT Score Reports) into <u>one</u> PDF file, and email to: WCRTAscholarship@gmail.com.

Application are due – <u>in good order</u> – by March 31 at 11:59 pm CDT.

APPLICANT INFORMATION

Date:	Student ID #:
Name:	Date of Birth:
Address:	Cell:
City, ST Zip	Email:

High School:	Father Name:
Counselor Name:	Father Cell:
Counselor Phone:	Mother Name:
Counselor Email:	Mother Cell:

College Attending:	Intended Major:
College Allending.	
Attach your lattar of accontance	With your college enrollment, are you preparing for a career
Allach your letter of acceptance.	with your conege enforment, are you preparing for a career
If undecided, please attach all letters of acceptance.	in education? V/N
in undecloed, please allacit an letters of acceptance.	

ACADEMIC INFORMATION

SAT Score (if taken):	Class Rank (your rank / full class): /
ACT Score (if taken):	GPA (your GPA / GPA scale): /
Please attach your score report	Please attach your recent
for the SAT and/or ACT tests.	high school transcript for review.

FINANCIAL INFORMATION

Please refer to your FAFSA application for the following information.

Student (Applicant) information	
Student adjusted gross income:	\$
Parent's information	
How many people are in your parent's household:	
How many people in your parent's household will be college students in this current school year:	
Parent's adjusted gross income:	\$

LEADERSHIP INFORMATION

Please share your high school and community leadership experience in the categories indicated below:

Activities:

Accomplishments:

Awards:

ESSAY

Please provide a response to the following topics in the space provided. Do not exceed the space limitations.

Topic One: Please discuss an issue or problem in education that you would like to address or solve. Define the issue or problem, propose a solution, and discuss possible outcomes.

Topic Two: Discuss your best or your worst leadership experience. Explain the obstacles or opportunities you encountered and discuss lessons learned.

Topic Three: Please present the anticipated budget for college tuition and fees, room and board, books, and other expenses for your Freshman year at the College or University you will be attending. Include all sources of income and financial aid (listing scholarships, financial aid, work/study programs, employment, and familial support.)

By signing below, I, _______, (the applicant) certify that all information provided in this application and all attached documentation is true, complete and accurate. False statements or misrepresentations will invalidate the application and may be cause for withdrawal and/or repayment of scholarship funds. I agree that WCRTA may use the information included in this application for public relations purposes without further notifying me.

Applicant's Signature:	Date:
Signature of Parent or Legal Guardian: Required if applicant is a minor (under 18)	Date:
Parent's Name (Please print)	

Upon completion, the applicant must print the document, sign, scan with required documentation (Letters of Acceptance, Transcript, and SAT and ACT Score Reports) into one PDF file, and email to: WCRTAscholarship@gmail.com.

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