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Connections Count

**APPLICATION FOR
TEMPEST HOMES SCHOLARSHIP**
Sponsored by **FAMILY SERVICES, INC.** and **TEMPEST HOMES**

An annual scholarship of \$500 has been established to honor a low-income graduating senior and his/her family through a fund established by Tempest Homes in the Endowment of Family Services, Inc. The scholarship winner must graduate in 2009 from a high school in Tippecanoe, Benton, White, Carroll, Clinton, Montgomery, Fountain, or Warren counties; utilize or have family income which qualifies for the federal free- or reduced-lunch program; and answer ten questions which demonstrate how their life has been impacted by each of the eight types of developmental assets. We believe that everyone has a role in making local families successful, including the youth of our community. A copy of the assets is available in a separate attachment.

Preference will be given to a 2009 graduating senior who is going into a post-secondary program which prepares him/her for a career in the building trades; however, any low-income senior in the 8-county target area is eligible for consideration.

Deadline for submission of this application is 5:00 pm Tuesday, October 7, 2008.

The award recipient and his/her family will be honored at Family Services, Inc.'s Annual Dinner in November.

Please submit this application, 2 reference letters, a certified transcript of the high school course work you have completed, confirmation of your eligibility for the federal free- or reduced-lunch program from your school principal, and your responses to the questions included in the application:

**Tempest Homes Scholarship Committee
Family Services, Inc.
615 N 18th St, Ste 201
Lafayette, IN 47904**

Checklist for Completion of this Application:

- Have I filled in every blank?
- Have I included the two required letters of reference from people who are familiar with me?
- Have I included a transcript of my completed high school course work?
- Have I provided written confirmation of eligibility for the federal free- or reduced-lunch program from my school principal?
- Have I completed the required form which discusses my future plans and indicates how my life has been impacted by each of the eight types of developmental assets?
- Have both I and my parent/guardian(s) signed and dated the application?
- Have I put enough stamps on the envelope to match the weight?

APPLICANT'S PERSONAL STATEMENT

Families are the fundamental building blocks of society and play a very important role in developing the 40 assets necessary for children to grow into healthy, caring, productive and responsible adults.

All of us need external assets in the areas of support and relationships, empowerment to assume meaningful community roles, boundaries which define clear rules and consequences, and involvement which produce constructive use of our time. We also need to develop internal assets which produce a commitment to learning, positive values, social competencies, and positive identity. If we develop these internal and external assets as we are growing up, we will be able to achieve our full potential as adults and begin instilling them in the next generation.

1. WHAT DO YOU INTEND TO DO WITH YOUR LIFE PERSONALLY AND PROFESSIONALLY?

2. HOW WILL YOUR EXPERIENCE GROWING UP IN YOUR OWN FAMILY IMPACT THE WAY YOU WILL DEVELOP A STRONG FAMILY IN YOUR FUTURE?

A family consists of two or more people of any age, whether living together or apart, related by blood, marriage, adoption, or commitment to care for one another.

3. **SUPPORT** Strong, healthy families love and support each member of the family and are involved in their neighborhood and community. Please address how your family or other adult has shown you support.

4. **EMPOWERMENT** Strong, healthy families respect the uniqueness of each family member and create a sense of value for everyone in the family through communication and involvement. How does your family or other adult empower you?

5. **BOUNDARIES & EXPECTATIONS** Strong healthy families set clear boundaries and expectations for each other. How does your family or other adult set boundaries and expectations for you?

6. **CONSTRUCTIVE USE OF TIME** Strong, healthy families encourage one another to find constructive uses for their time through spending quality time with family on a regular basis, developing a hobby or sports activity, and being involved with a faith group and/or community service. How does your family or other adult encourage you to constructively use your time?

7. **COMMITMENT TO LEARNING** Strong, healthy families recognize the importance of learning and motivate one another to do well in school. How does your family or other adult motivate you to do well in school, stay current with homework, and read for pleasure?

8. **POSITIVE VALUES** Strong, healthy families model positive values through community involvement, standing up for beliefs, and telling the truth. How does your family or other adult model positive values for you to emulate?

9. **SOCIAL COMPETENCIES** Strong, healthy families encourage social awareness by encouraging one another to be comfortable with people of other races, to refrain from dangerous behaviors, to appropriately solve problems, and proper ways to deal with conflict. How does your family or other adult encourage social awareness?

10. **POSITIVE IDENTITY** Strong, healthy families model positive identity for each other through encouraging self-esteem, providing positive feedback, and being optimistic. How does family or other adult encourage you to have a positive view of yourself?

LETTER OF REFERENCE

Please refer to the 40 developmental assets described and express why you believe _____ deserves this \$500 Tempest Homes Scholarship. Describe how the 8 types of assets have helped him /her to become the person he /she is today and the person he /she will be in the future. Attach additional pages if necessary.

If you can, please address the following:

- * How well does the applicant provide support for the members of their family?
- * How does the applicant show respect for the uniqueness of each family member and help to create a sense of respect, value, and empowerment for everyone in the family?
- * How does the applicant demonstrate that they respect the boundaries and expectations set forth by their family?
- * How does the applicant spend their free time?
- * How does the applicant demonstrate a commitment to learning?
- * How does the applicant model a positive sense of self and encourage others to be positive as well?
- * How does the applicant model positive values in their family?
- * How does the applicant demonstrate a social competency and awareness?

Please return your reference letter to the applicant in a sealed envelope so they may include it with their application. Thank you.

External Assets

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| Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. |
| Empowerment | <ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. |

Internal Assets

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| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future. |