

# GUIDE TO KANSAS 4-H PROJECT RECOGNITION



**K-STATE**  
Research and Extension

## GUIDE TO KANSAS 4-H PROJECT RECOGNITION

Record keeping and Project Reporting are valuable skills taught to members of the Kansas 4-H program. Members are encouraged to keep a permanent record of all 4-H and Non-4-H Experience and are encouraged to summarize their experiences on the Kansas 4-H Project Report Form for project recognition.

### Purpose/Objective of 4-H Records and Reports

- To learn how to set goals, how to make plans for action, and how to decide how well you did (evaluation).
- To learn the skills of record keeping and organization to use now and in the future. Examples: finances, taxes, health, immunizations, careers, scheduling, etc.
- To learn to communicate, prioritize, and summarize your project mastery and experiences.
- To practice responsibility by completing a task.
- To evaluate information that will market personal skills through future resumes and application forms.
- To allow 4-H members to tell how they have grown, what they have learned, where they came up short and to do it within outlined parameters.
- To provide an opportunity for competition at the County, Regional and State level.



## **PART 1: RECORD KEEPING & PROJECT REPORTS**

### **GENERAL GUIDELINES**

The project report should represent the work and thoughts of the 4-H member and should not be completed by the parent or other adult volunteer.

### **General vs. Animal Project Report Forms**

Project areas related to any animal need to use the Animal Project Report Form, ie Horse, Pets, Dog, Poultry, Rabbits, Beef, Sheep, Swine, Meat Goat and Dairy. All other projects will use the General Project Report Form.

**Age Divisions:** Junior                      Ages 7-9, before January 1 of the current year.  
                          Intermediate      Ages 10-13, before January 1 of the current year.  
                          Senior                      Ages 14-18, before January 1 of the current year.

### **Grammar & Punctuation**

For all age divisions, members are encouraged to write using proper grammar and punctuation that is age appropriate for the individual member.

### **Hand Writing**

4-H members in the Junior division (4-H age 7-9) are encouraged to fill out their record by hand, or at minimum, an adult can help type verbatim what the youth has recorded. Handwriting at any age and in any part of the Project Report is acceptable. When doing so, make sure to write legibly.

### **ACCESSING PROJECT REPORT FORMS**

\*Please note that both options will be evaluated in the same manner, with no advantage being given to either method. Information included in either method will be the same.

### **Fillable PDF Forms- Option A**

All Project Reports are available as form fillable PDF's from [www.Kansas4-H.org](http://www.Kansas4-H.org). Forms must be downloaded and saved to your device before entering the information, or you run the risk of losing your work. It is important to have the most current version of Adobe Acrobat Reader DC. Please check Kansas4H.org for instructions and information.

### **Online ZBooks- Option B**

***\*Option B is only available to PILOT Units in 2020/2021. If unsure check with your local agent.***

There is an online record keeping option available via a website (<https://4h.zsuite.org>). Most sections offer unlimited entries. A drop-down option allows users to choose which entries will be included in the "Final Project Report". The number of entries in the final report is determined by section and age level. Looking though all entries, it would be appropriate to prioritize, combine and/or summarize entries for the report.

Examples:

**Section 3:** Project learning Experiences - Entries for preparing multiple separate family meals could be summarized in one line.

**Section 4:** Project Exhibits and Showcase Opportunities - Entries for multiple spring shows could be summarized in one line.

**Section 7:** Project Finances - Multiple entries for purchasing art supplies could be summarized in one line of art supply purchase. Please note when printing section 7, some tables will print landscape orientation.

## IMPORTANT DEFINITIONS

**Recordkeeping** Maintaining a history of one's activities such as financial dealings or life events by entering data in ledgers, journals, calendars or putting items into a file system; an essential life skill. Example: Kansas 4-H Permanent Record.

**Kansas 4-H Project Report** Summarization of a given year's 4-H work within a certain project, including, but not limited to: goals, learning experiences, finances, leadership, service, and exhibits. 4-H members assemble their project report into a specified document and submit those for evaluation.  
\* For a complete list of Kansas Project Award Areas see [Kansas4H.org](http://Kansas4H.org) or check with your local Extension Office.

**Age and Eligibility** Once young people join 4-H, they are encouraged to keep their permanent record throughout the year and fill out at least one annual project report. You may do a project report for every project you are enrolled in.

For Regional and State competition, a 4-H'er must have passed their 14th birthday before January 1 of the year in which they are submitting their project report to regional and state competition. They must not have passed their 19<sup>th</sup> birthday in the year they are submitting their project report to regional and state competition. For specific birth years and eligibility chart, [www.kansas4-h.org](http://www.kansas4-h.org) under Resources/4-H Library/Awards and Recognition.

A 4-H'er is eligible to apply for any award at the regional and state level for which they have not already been named a state winner. They can be named a state winner in a different project and receive an Emerald Circle medallion, but once they have taken the "National 4-H Congress" trip they are ineligible to take a second trip, and the trip will be offered to an alternate. Youth who have attended National 4-H Conference may also attend National 4-H Congress, once.

## TIMELINE

**Fall** Members complete and turn in project reports (which includes permanent records) to local clubs or local offices. Local rules and deadlines apply.

**January** The local Extension staff submits eligible Project Reports to the regional screening.

**Before March 1** Project Reports that were selected at the regional screening are submitted to the state 4-H office for State Screening. Follow your local unit deadline.

**April** State Project Report Winners are announced during the month of April.

## **RECORD-KEEPING PROCESS**

### ***Goal Setting - Getting Started***

Prior to or at the beginning of the 4-H year, a member should begin identifying, setting and recording personal goals for themselves in each project area. Parents, club leaders, adult volunteers, and local Extension Staff play an important role in helping guide young people through this process. Members should record their personal goals and then begin work toward achieving those goals. It is important to record anything the member would like to learn or do. Refer to [Setting 4-H Project Goals, 4H1100](#) for guidance.

### ***Journaling - As Things Happen***

Record keeping is going to be an important part of a member's life. Members will keep records in high school, in college, and at work whether they own their own business or work for someone else. Now is the time to learn how to keep good records. The most important thing about 4-H record keeping is to know what records you need to keep and to find a comfortable way to collect information. Some of the most common ways of keeping up with 4-H records include a calendar, smart phone, computer, an index box, computer, or a notebook. These are further defined below.

- A. **Calendar Method** – Keep a calendar in a handy location (such as on the refrigerator) and every time the member does something related to 4-H, school, church or other organizations, write it down. Then at the end of each month place the calendar in a safe place until it is time to assemble the Record Book.
- B. **Smart Device** – If an electronic smart device is available, use an “app” or program to record activities, trainings, clinics, leadership roles, service activities, project experiences, etc. ZSuites is available for Pilot Units. Members in other units can still use a device for notes, calendar entries and general record keeping to later go into Project Report Forms.
- C. **Index Box Method** – Get a 3-inch by 5-inch box, index cards and some dividers. Label each of the dividers as one of the sections in the report form discussed later in this guide. Then each time the member does something, write it down on an index card, then file the card in the section marked by the divider. For example: If the 4-H member were to go to the nursing home for recreation with the residents, then have him/her write it down and put the card behind the community service divider. After maintaining the “4-H File Box” for a year, pull the cards out and select the most important activities for the 4-H Record Book. Do not forget to date each card.
- D. **Binder, Folder or Spiral Notebook Method** – Grab a binder, file folder or notebook and organize each activity by type or by date. This is an easy first step to start out until the member gets the hang of record keeping. Keep any programs, receipts, notes or documents from your activities.

### ***Reflecting – Looking Back***

Below are some questions to help a member start reflecting on his/her project experiences as he or she prepares to complete a Project Report. Follow size and spacing guidelines in the form.

- What did you learn from your project(s)? How did you grow in your project? Did you master any skills?
- Did you meet any of your goals? If so, what helped you attain those? If not, what were some obstacles that might have prevented you from reaching your goals?
- How did your project change or grow within the year or from previous years?
- Did you serve in any type of leadership capacity?
- What impact did your involvement have on you, your club, or community?
- How have your project experiences influenced your future? Examples: career, leisure time, or other.

## **WHAT MAKES UP A KANSAS 4-H RECORD BOOK AT THE LOCAL LEVEL?**

A Kansas 4-H Project Report contain 4 parts: (all three age divisions: Junior, Intermediate, and Senior)

1. Record Check sheet
2. Personal Information Page
3. Kansas 4-H Project Report (s) - (one report per project)
4. Permanent Record

Effective October 1, 2020, the Project Records for each age division (Junior, Intermediate, and Senior) request the same content. However, the number of allowable entries and pages vary by age division. The 4-H member may include information for the current year only. Previous years' Project Records should be kept for personal use, but not submitted for evaluation.

## **RECORD BOOK COVER**

All types of covers, 3 ring/prong folders or binders are accepted. Official 4-H Record Book covers can be ordered from Shop4-H.org if desired. Some local Extension offices may have a supply of these covers or may place orders from time to time; please inquire with your local K-State Research and Extension office.

## **LOCAL UNIT REQUIREMENTS AND PROCEDURES**

Your local Extension Unit may have some unit specific records that are used only on the local level. Please check with the local office about additional requirements and or procedures.

## **SPECIFIC GUIDELINES FOR ORDER OF ASSEMBLY**

### **1) Check Sheet**

A single page found at the front of the Record Book; used to verify that all information is included and complete for each level of competition. This information page is not judged.

### **2) Personal Information Page**

A single page that contains personal contact information; used to verify the appropriate age division, category entered, and that information contained within the Record Book reflects the work of the individual submitting the records for evaluation. This information page is not judged.

### **3) Project Report Form (*Fillable PDF Option A, or ZBooks Option B (available to select Pilot Units only)*)**

The Kansas 4-H Project Report Form is the main reporting form for the 4-H Record Book. Depending on the project area, you will fill out the General Project Report Form (intended for all non-animal project areas) or the Animal Project Report Form (intended for all animal related projects, i.e. market livestock, horse, dog, pets, etc.) The Kansas 4-H Project Report Form is used to report the most significant learning and experiences that a member has in a given project in the current 4-H year. Keep in mind that 4-H teaches growth, so show as much growth as possible when filling out the record. The maximum number of entries and pages will vary between section and age division.

## **CLARIFICATION ON LEARNING ACTIVITIES THAT TAKE PLACE OUTSIDE OF 4-H CLUBS AND PROJECT GROUPS**

Very often 4-H members can enhance their 4-H project learning experiences by participating in activities beyond the 4-H club/project. Example, a youth may participate in a showmanship clinic sponsored by a cattle breed association. The learning that takes place and the practice of showing enhances their 4-H project and thus should be reported in

the Report Form. Another example may be in the Theatre and Performance Arts category where many learning experiences may take place within a community theatre or through school theatre. The knowledge, skills and practice associated can be reported as learning experiences within the Report Form.

#### **4) The 4-H Permanent Record**

The 4-H Permanent Record is a complete compilation of a 4-H member's activities, both 4-H and non-4-H. This record grows with the 4-H member, as you add on to it year after year. An up to date Permanent Record can be helpful with many award and scholarship applications. This record is available as a fillable Microsoft Word document. Additional lines are available as needed.

### **BREAKDOWN OF PROJECT REPORT FORMS**

#### **I. Section I – Project Goals**

Successful 4-H projects begin with written goals that provide a plan for the year. A project record that shows excellence will begin with goals designed to provide learning, technical skills, leadership and citizenship experiences for the individual. What new skills would you like to gain? Who is going to help you along the way? Setting measurable goals will help guide you through positive 4-H project learning experiences. Setting 4-H Project Goals (4H1100), will help guide the goal setting process at the beginning of each 4-H year. Take your goals written on the *Setting 4-H Project Goals* worksheet and insert them in Section 1.

#### **Important Definitions**

**Leadership** Teaching another person or a group skills or information, also includes organizing or coordinating an activity, event, or meeting; selecting and preparing materials, and selecting presenters.

**Citizenship** Helping out in your community and serving others without compensation.

#### **II. Section 2- Project Presentations**

In this section, 4-H members are asked to record any and all forms of communication related to their 4-H project. Examples may include but are not limited to: Project Talks, Demonstrations, Public Speaking, newspaper articles, blog entries, social media, and other digital media. If a given presentation is evaluated, the 4-H member should record the rating received.

#### **III. Section 3- Project Learning Experiences**

This section is where you report what you have learned and done within your 4-H project this year. Your experiences and/or learning should be age-appropriate and detailed enough to evaluate your progress. List all of the new and fun things you have done and learned that are related to your 4-H project. This is the member's opportunity to tell the world: "Look at the cool stuff I have been doing!" Include activities such as, but not limited to project meetings, workshops, clinics, contests, tours, field trips, research, computer learning programs, completed curriculum activities, interviews, job shadows, etc. These learning activities may be completed in a project setting or may be the result of an independently conducted project.

#### **Levels of Participation:**

Levels of participation demonstrate project growth, involvement and depth. Please use the following abbreviations to indicate where the learning took place:

L Learning activity or experiences at Local 4-H Club level

C/D Learning activity or experience at your County or District level

- R Learning activity or experience at Regional level (more than one county/district)
- S Learning activity or experience at the State level
- M Learning activity or experience at a Multi-State level
- N Learning activity or experience at the National level
- I Learning activity or experience at the International level

**IV. Section 4- Project Exhibits**

Record project-related exhibits, entries and displays. May include 4-H events and non-4-H events such as school or community showcases.

**V. Section 5- Project Leadership Experiences**

Record your leadership experiences within the project. Be as specific as possible. Leadership is teaching another person or a group, skills or information, also includes organizing or coordinating an activity, event, or meeting; selecting and preparing materials, and selecting presenters. When appropriate, include quantities or frequencies, and your level of involvement (were you a member or an officer or chairperson?). Include elected, appointed and volunteer leadership. Please indicate the level of where the leadership took place. L (Local), C/D (County or District), R (Regional), S (State), M (Multi-State), N (National), I (International).

Do NOT include leadership that occurred as part of performing a community service activity. Providing primary leadership to a community service effort should be reported in Section 6.

**VI. Section 6 – Project Citizenship**

Record your Citizenship experiences within the project. Be as specific as possible. Citizenship means helping out in your community and serving others without compensation. List civic engagement, community service or service-learning projects that might include: clean ups, collections, repairs, construction, care packets, visitations, education, and donations. Please indicate the level of where the Citizenship took place and the time given. L (Local), C/D (County or District), R (Regional), S (State), M (Multi-State), N (National), I (International).

**VII. Section 7- Project Financial Journal**

This section is where you will record all project related finances, both income and expense. The focus in this section is on accuracy and being thorough, not on total profit or loss. All project areas will incur some type of expense and most will provide an opportunity for income. On the Animal Project Report there are sections to document inventory of animals, expenses, income and animal performance related to the 4-H project. Please be as detailed and specific as possible.

**VIII. Section 8- Project Reflection (Formerly considered a project story in previous records/KAP's.)**

- Age 7-9 report - There are questions to answer as a reflection of the project during the year. There is also a question for a parent/guardian to answer as well.
- Ages 10 and up reports - Your Project Reflection should focus on the project learning and experiences in one project from the current 4-H year. However, it may also include information or references from prior years when appropriate to demonstrate growth and variety.
- It is acceptable to include general information about other projects later in the story, only if they tie into the project featured in the record. The Project Reflection should not just be a repetition of what is in the project report. Include new information, expand on the entries to 'tell the story' of your 4-H project work.



- Organize your writing by including an introduction, body and conclusion. Your introduction should capture the reader’s attention. It’s a way to get the reader interested in what you have to say. Journalists call it a “lead.” The idea is to make it fun, interesting, surprising or informative. Let your personality shine! The body of the Project Reflection should focus on activities and learning in the specific project area. Expand upon the entries in the record, sharing your experiences, growth, frustrations, challenges, highlights and future project plans. The conclusion ties it all together, summarizing your project reflection, including career goals and acknowledging who helped you along the way.

The reflection narrative could include information such as:

A. Introduction

- Information about yourself, your family, and your community
- Why you enrolled in the project

B. Body

- Expand upon your project goals and what you wanted to accomplish
- Knowledge gain, improved skills, etc.
- Lessons learned from failure. What went wrong or didn’t go according to plan?
- How the project has helped you become a better leader and citizen? What have you learned through your citizenship and leadership activities?
- Other projects that you have taken that tie into this one. (Example?)

C. Conclusion

- Project summary
- How the project has influenced your future plans or career goals
- Who helped you along the way? What have others done for you and with you in your 4-H project?

**IX. Section 9- Photos**

Insert photos that demonstrate learning, leadership and citizenship within the project. Please note that landscape oriented photos work better in the form. Include captions in the spaces provided. Please indicate the level of where the leadership took place. L (Local), C/D (County or District), R (Regional), S (State), M (Multi-State), N (National), I (International).

*Maximum photos by age division:*

- Junior – 6 total photos
- Intermediate – 12 total photos: 6 learning photos and 6 combined leadership & citizenship photos
- Senior – 18 total photos: 6 learning photos, 6 leadership photos and 6 citizenship photos

The photos used are very important and should reflect growth, development and involvement within the 4-H project. Use photos that show the member doing things, learning and teaching others, and especially having FUN in their 4-H project work.

**EVALUATION OF PROJECT REPORTS**

What will judges look for? Project Reports submitted for competition will be evaluated primarily on content. Please refer to the score sheet for judging criteria. Emphasis will be placed on the quality of the member’s experiences, growth and scope of project work, accuracy and thoroughness.

## **PART 2: REGIONAL PROJECT AWARD SCREENING**

The second part of the Kansas 4-H Project Recognition process, is the Regional Project Award Screening. Senior age 4-H members, are eligible to advance to the regional screening if they are chosen as the project award winner in their local unit. Only one youth per project area is allowed per County Extension Unit. Extension Districts may submit one youth equal to the number of counties comprising the district. Each 4-H'er must submit a separate project award for each program they are eligible. The following items must be turned in for a complete Regional Project Award submission:

1. Check Sheet
2. Personal Information Page
3. Project Report Form
4. Cover Letter
5. Resume

### **A. PREPARING YOUR COVER LETTER**

When you combine all you have learned through 4-H with your education, volunteerism, and leadership experiences, you have a lot to offer! Learning effective self-marketing strategies provides an advantage when applying for scholarships, awards, to colleges, and employment. The project award application process helps you develop skills to describe your project accomplishments.

Competing for a State 4-H Project Award is similar to applying for a job. Your cover letter will provide the “who and the why” and your resume will provide the “what, when, and where.” Put them together, and they tell an impressive story! Keep in mind, the judges do not know you and will only be able to evaluate what is presented, i.e. your 4-H Project Report Form, Cover Letter, and Resume. You must submit a separate cover letter for each project you are applying for.

You are encouraged to write your cover letter and format it in a way that best represents your 4-H project work and your personality. It is simply a letter introducing yourself and explaining what makes you the best candidate for a given State 4-H Project Award. All content should be related to the project area.

#### **Introduction:**

- State what project award you are applying for and why you are writing the letter.
- Briefly introduce yourself.

#### **Body:**

- Briefly summarize your project-work, i.e. the skills you have developed, knowledge you have gained, and goals you have achieved.
- Explain your project leadership and citizenship experiences and how you have grown as a person.
- Describe your project experiences and how they relate to your future education and/or career goals

#### **Conclusion:**

- Thank the reader for considering your application.
- Summarize why you are an ideal candidate for recognition in this project area.

#### **Cover Letter Guidelines:**

- Use business letter format
- Limited to 1 page
- Must use at least 11 font size
- Single-space
- Grammatically correct with no spelling errors
- Include a signature block and sign your letter
- Letter should be addressed to:  
Kansas 4-H Project Awards & Recognition Committee  
201 Umberger Hall; 1612 Claflin Road  
Kansas State University  
Manhattan, KS 66506

## **B. PREPARING YOUR PROJECT AWARD RESUME**

Your Project Award Resume is an accumulation of what you have done throughout your 4-H career within the project you are applying for. You must submit a separate project specific resume for each project in which you have qualified to advance to Regional Screening.

Prioritize your accomplishments, knowledge and experiences so that the resume does not exceed 2 pages. All content should be related to the project award area in which you are competing. By design, there is no template for your resume. You are encouraged to write your resume and format it in a way that best represents your 4-H project work and your personality.

### **Formatting:**

- Be creative with your resume – design your own template, style, etc.
- Limited to 2 pages
- Must use at least 11 font size
- Use simple, direct language
- Resume should be grammatically correct with no spelling errors
- Strive for readability; spacing is up to you

### **Resume Sections**

The following sections should be included in the resume. All content should be related to the project area.

1. **Header with Name and Contact Information**  
Include Extension Unit, school grade, and years in 4-H
2. **Personal Objective Statement**  
A personal objective statement is 1-3 sentences that will attract a judge's attention, summarize your skills, and show why you are an ideal candidate for a Kansas 4-H project award.
3. **Project Mastery**  
Mastery is the building of knowledge, skills, and attitudes and the demonstration of the competent use of this knowledge and skill by a proficient practitioner. The development of mastery is a process over time; each year your mastery should increase.
4. **Leadership Experience**  
Leadership is learning about yourself while working with and leading others. This may include organizing or coordinating an activity, event, or meeting.
5. **Citizenship/Community Engagement**  
Community service is helping and serving others in your community and beyond without compensation.
6. **Life Skills/Career Readiness**  
List life skills you have developed that would be valuable to an employer. Some important skills could be time/money management; problem solving, teamwork, use of technology, able to interpret and use information, goal setting, problem solving, keeping records, communication, etc.
7. **Recognition**  
Recognition should be the most meaningful awards and accomplishments received this year.
8. **Non-4-H Project Related Experience**  
May include experiences related to leadership, career readiness, community service, etc.

**KANSAS 4-H PROJECT REPORT EVALUATION SCORE SHEET**

**4-H Member:** \_\_\_\_\_ **Project Area:** \_\_\_\_\_

**County or District:** \_\_\_\_\_

SECTION	High Range	Mid-Range	Low Range	Points
<b>SECTION 1: Project Goals- Maximum 5 points</b> <ul style="list-style-type: none"> <li>Goals should reflect – Action=How; Result=What; Timetable=When</li> <li>Project learning/personal development goals include details, are age appropriate, challenging yet realistic</li> <li>Reflect growth in project mastery through leadership/citizenship, communications and/or contest goals.</li> </ul>	<b>4-5 points</b> ✓ Detailed goals ✓ Thorough reflection ✓ Skill transfer	<b>2-3 points</b> ✓ Goals lack some detail ✓ Reflection is vague ✓ Lack of skill transfer	<b>0-1 point</b> ✓ No goals or not related ✓ Limited or lack of reflection ✓ Lack of skill transfer	
<b>SECTION 2: Project Communications/Presentations- Maximum 10 points</b> Shared learning with others, i.e. demonstrations, talks, articles written, web pages, slide shows, digital media, social media, etc.	<b>8-10 points</b> ✓ Shared learning in a variety of ways to a broad audience	<b>4-7 points</b> ✓ Sharing is limited to one method or to a limited audience	<b>0-3 points</b> ✓ Sharing is not clear or unrelated to project.	
<b>SECTION 3: Project Learning Experiences- Maximum 20 points</b> <ul style="list-style-type: none"> <li>Size/Growth/Development of Project</li> <li>Knowledge and Skills Gained</li> <li>Project Learning Experiences</li> <li>Project Meetings, Clinics, Schools, Tours attended</li> <li>Contests – Judging, Quiz Bowls, Skill-A-Thons</li> </ul>	<b>15-20 points</b> ✓ Wide variety/depth of learning experiences ✓ Strong evidence of project growth ✓ Demonstrates skills gained	<b>7-14 points</b> ✓ Some evidence of project growth ✓ Average depth of learning experiences ✓ Limited demonstration of skills	<b>0-6 points</b> ✓ Limited project growth ✓ Little to no project work ✓ Shows few skills gained	
<b>SECTION 4: Project Exhibits &amp; Showcase Opportunities- Maximum 5 points</b> <ul style="list-style-type: none"> <li>Fairs, Shows, Exhibits, Displays, Public showcases</li> </ul>	<b>4-5 points</b> ✓ Much evidence	<b>2-3 points</b> ✓ Some evidence	<b>0-1 points</b> ✓ Limited evidence	
<b>SECTION 5: Project Leadership- Maximum 15 points</b> <ul style="list-style-type: none"> <li>Leadership Exhibited – elected, appointed or requested</li> <li>Leadership Exhibited – independent, self-initiated</li> </ul> <i>Leadership is teaching another person or a group, skills or information, also includes organizing or coordinating an activity, event, or meeting; selecting and preparing materials, and selecting presenters.</i>	<b>10-15 Points</b> ✓ Wide variety/depth of project leadership at multiple levels	<b>5-9 Points</b> ✓ Leadership is evident, but is limited, lacks depth	<b>0-4 Points</b> ✓ Little to no project leadership	
<b>SECTION 6: Project Citizenship- Maximum 15 points</b> <ul style="list-style-type: none"> <li>Community Service/Citizenship Related to Project</li> </ul> <i>Citizenship means helping out in your community and serving others without compensation.</i>	<b>10-15 Points</b> ✓ Initiating and coordinating project citizenship activities	<b>5-9 Points</b> ✓ Participation in project citizenship activities	<b>0-4 Points</b> ✓ Little to no project citizenship involvement	
<b>SECTION 7: Project Finances- Maximum 10 points</b> <ul style="list-style-type: none"> <li>Accuracy, completeness</li> <li>Profit or loss is not evaluated, i.e. large profit does not equal high score</li> </ul>	<b>7-10 Points</b> ✓ Accurate and well documented in an organized summary	<b>4-6 Points</b> ✓ Lacking accuracy ✓ Limited documentation	<b>0-3 Points</b> ✓ Incomplete documentation ✓ Inaccurate	
<b>SECTION 8: Project Reflection- Maximum 15 points</b> <ul style="list-style-type: none"> <li>Reflects/identifies knowledge gained in project area</li> <li>Reflects/describes leadership/citizenship skills developed/used in project area</li> <li>Reflects/describes impact of 4-H within family/personal life/community</li> <li>Reflects/describes impact of 4-H on future plans</li> <li>Ability to communicate ideas effectively (organization &amp; word usage)</li> <li>Reflects application of project knowledge and skills to non-4-H settings</li> <li>Presentation - neatness, spelling, punctuation, grammar</li> </ul>	<b>10-15 Points</b> ✓ Rich evidence of knowledge and skills gained ✓ Clearly communicates impact of project involvement ✓ Demonstrates strong application to daily life ✓ Excellent grammar	<b>5-9 Points</b> Some evidence of knowledge and skills gained ✓ Communicates some impact of project involvement ✓ Limited application to daily life ✓ Average grammar	<b>0-4 Points</b> ✓ Lacks evidence of knowledge and skills gained, impact of project involvement and application to daily life. ✓ Grammar needs much improvement.	
<b>SECTION 9: Project Photos- Maximum 5 points</b> <ul style="list-style-type: none"> <li>Project photos reflect action &amp; growth</li> <li>Leadership photos reflect organizing/coordinating activities, and/or teaching others</li> <li>Citizenship photos reflect helping in your community and serving others without compensation</li> </ul>	<b>4-5 Points</b> ✓ Strong evidence of growth, leadership and citizenship	<b>3-4 Points</b> ✓ Some evidence of growth, leadership and citizenship	<b>0-2 Points</b> ✓ Limited to no evidence of growth, leadership and citizenship	
<b>100 TOTAL POINTS POSSIBLE</b>	<b>TOTAL POINTS AWARDED:</b>			

# KANSAS 4-H PROJECT AWARD COVER LETTER & RESUME EVALUATION RUBRIC



4-H Member: \_\_\_\_\_ Extension Unit: \_\_\_\_\_

Project Award Category: \_\_\_\_\_ REGION: \_\_\_\_\_

The Kansas 4-H Project Award Cover Letter & Resume is a cumulative summary of what a 4-H member has done throughout his or her 4-H career within the project award category they are applying for. The applicant should prioritize their knowledge and experiences so that the cover letter is 1 page and resume does not exceed 2 pages. The cover letter should be written in a business letter format, but the formatting of resume is at the discretion of the young person in a way that best represents their 4-H project work and personality. Resume should include contact information, county, school grade, and year in 4-H.

COVER LETTER CONTENT	Low Range	Mid-Range	High Range	Points
	0-10 Poor intro; lacking purpose & evidence; poor grammar/format	11-20 Limited intro; states purpose & evidence; correct grammar/format	21-30 Enticing intro; clear purpose; convincing; excellent grammar/format	<b>/30</b>
RESUME CONTENT	Low Range	Mid-Range	High Range	Points
<b>Personal Objective Statement</b>	0-3 <ul style="list-style-type: none"> <li>Vague goals</li> <li>Lacking skills</li> <li>Rambling &amp; unclear</li> </ul>	4-7 <ul style="list-style-type: none"> <li>Limited goals</li> <li>Vague skills</li> <li>Wordy but clear</li> </ul>	8-10 <ul style="list-style-type: none"> <li>Specific &amp; clear goal</li> <li>Compelling skills</li> <li>Short &amp; concise</li> </ul>	<b>10</b>
<b>Project Mastery</b>	0-5 <ul style="list-style-type: none"> <li>Lacking evidence</li> <li>Limited scope of skill</li> <li>Not age appropriate</li> </ul>	6-10 <ul style="list-style-type: none"> <li>Adequate evidence</li> <li>Sufficient scope of skill</li> <li>Age appropriate</li> </ul>	11-15 <ul style="list-style-type: none"> <li>Excellent evidence</li> <li>Wide scope of skill</li> <li>Exceeds age appropriateness</li> </ul>	<b>15</b>
<b>Leadership Experience</b>	0-3 <ul style="list-style-type: none"> <li>Lacking evidence</li> <li>Limited leadership</li> <li>Not age appropriate</li> </ul>	4-7 <ul style="list-style-type: none"> <li>Adequate evidence</li> <li>Average leadership</li> <li>Age appropriate</li> </ul>	8-10 <ul style="list-style-type: none"> <li>Excellent evidence</li> <li>High quality leadership</li> <li>Exceeds age appropriateness</li> </ul>	<b>10</b>
<b>Citizenship/Community Engagement</b>	0-3 <ul style="list-style-type: none"> <li>Lacking evidence</li> <li>Limited service</li> <li>Not age appropriate</li> </ul>	4-7 <ul style="list-style-type: none"> <li>Adequate evidence</li> <li>Average service</li> <li>Age appropriate</li> </ul>	8-10 <ul style="list-style-type: none"> <li>Excellent evidence</li> <li>Abundant service</li> <li>Exceeds age appropriateness</li> </ul>	<b>10</b>
<b>Life Skills/Career Readiness</b>	0-3 <ul style="list-style-type: none"> <li>Lacking examples</li> <li>Limited scope of skill</li> <li>Inadequate</li> </ul>	4-7 <ul style="list-style-type: none"> <li>Average examples</li> <li>Some variety &amp; depth</li> <li>Average</li> </ul>	8-10 <ul style="list-style-type: none"> <li>Abundant examples</li> <li>Wide variety &amp; depth</li> <li>Exceptional</li> </ul>	<b>10</b>
<b>Recognition</b>	0-2 <ul style="list-style-type: none"> <li>Limited</li> </ul>	3 <ul style="list-style-type: none"> <li>Average</li> </ul>	4-5 <ul style="list-style-type: none"> <li>Excellent</li> </ul>	<b>5</b>
<b>Non-4-H Project Related Experiences</b>	0-2 <ul style="list-style-type: none"> <li>Limited</li> </ul>	3 <ul style="list-style-type: none"> <li>Average</li> </ul>	4-5 <ul style="list-style-type: none"> <li>Excellent</li> </ul>	<b>5</b>
<b>OVERALL Formatting Heading Punctuation/Grammar</b>	0-2 <ul style="list-style-type: none"> <li>Visually unappealing</li> <li>Lacking contact info</li> <li>Poor grammar</li> </ul>	3 <ul style="list-style-type: none"> <li>Clean and neat</li> <li>Proper contact info</li> <li>Few grammar mistakes</li> </ul>	4-5 <ul style="list-style-type: none"> <li>Appealing &amp; attractive</li> <li>Proper contact info</li> <li>Excellent grammar</li> </ul>	<b>5</b>
<b>Resume Total</b>				<b>/70</b>
<b>OVERALL TOTAL</b>				<b>/100</b>

Name of Evaluator: \_\_\_\_\_ Signature of Evaluator: \_\_\_\_\_