



# Guidelines for Assembling the Tennessee 4-H Project Achievement Portfolio

## 2019

The 4-H project achievement portfolio is for 4-H members who wish to be recognized in peer competition for outstanding project work. These guidelines are to help in assembling the portfolio. Training resources -- including videos and Power Points -- are located online under the "Programs" button (scroll to the bottom of the page) from the first page of the Tennessee 4-H portfolio website -- <https://4h.tennessee.edu/Pages/default.aspx>. The Tennessee 4-H Project Achievement Portfolio Entry Form (F305), Tennessee 4-H Project Profile (F305A), Tennessee 4-H Leadership Profile (F305B) and Tennessee 4-H Citizenship Profile (Form 305C) -- to be used for 2019 and forward -- can also be found here. All other portfolio documents (including Section A, B and C forms prior to 2019, the rubric, etc ...) can be found online under the "portfolio" section at [https://4h.tennessee.edu/Pages/forms\\_materials.aspx#13](https://4h.tennessee.edu/Pages/forms_materials.aspx#13).

A prototype of the 4-H Project Portfolio has been created and can be viewed by clicking on the following link: <https://lbelew.wixsite.com/4hportfolio>.

**Project Portfolios Judging will begin on February 2, 2019 and May 8, 2019.**

Senior Level I and II portfolios are no longer submitted in booklet format. All portfolios are now submitted via a web-based model -- your own website. The following information will assist you in creating your website:

- Step-by-step instructions on how to design a website can be found with the training resources which are located online under the "Programs" button (scroll to the bottom of the page) from the first page of the Tennessee 4-H portfolio website -- <https://4h.tennessee.edu/Pages/default.aspx>.
- Portfolios must be created using Wix -- [www.wix.com](http://www.wix.com).
- Portfolios must be created using the CV/Portfolio website template found on Wix
- Portfolios will need to be published using password protection. This keeps anyone from seeing the portfolio unless they have the password. Instructions on how to set this up is forthcoming.

The portfolio should include ALL of the sections listed below (in bold):

## ENTRY FORM

The Tennessee 4-H Project Achievement Portfolio Entry Form should be updated each time the portfolio is submitted. Signatures are not required. Because the portfolio is submitted electronically via SUPER by the 4-H agent, the electronic submission works as a signature verifying that the agent has reviewed and approved the portfolio.

forms 305 and 603

### ENTRY FORM and CHECK LIST

#### Tennessee 4-H Project Portfolio

Project: \_\_\_\_\_ Year: \_\_\_\_\_

Member's Name: \_\_\_\_\_

Competition Level:  Junior High  Level I (Grades 9 or 10)  Level II (Grades 11 or 12)

# of Years Enrolled in this Project: \_\_\_\_\_ # of Years Enrolled in 4-H: \_\_\_\_\_

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Statement of Honor by 4-H Member: \_\_\_\_\_ Date: \_\_\_\_\_

By checking this box, I certify that I have personally prepared the information contained in this portfolio and believe it to be correct.

OR \_\_\_\_\_ assisted me in preparing this form because \_\_\_\_\_

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**PORTFOLIO CONTAINS THE FOLLOWING:**

- Entry Form and Checklist
- Tennessee 4-H Report Forms -- F305A (Section A), F305B (Section B) and F305C (Section C). The current year plus one year is a minimum requirement. Members may submit records dating back three years plus current year. All forms submitted must comply to the same project. **IMPORTANT: All forms for years 2019 and forward must be the current forms with no double spacing or manipulation of any kind. Disregarding this requirement will result in disqualification of portfolio. There are NO EXCEPTIONS to this rule.**
- Looking Ahead and Thinking Back Forms (only for years prior to 2019; for years 2019 and forward, project plans are included on Section A, B and C forms)
- 4-H Resume (Senior Level I and Level II)
- Project Pictures
- Other Project Records (including up to but not exceeding ten single-sided supplemental material pages and/or links which may include 4-H project worksheets, if applicable)
- Project Showcases (which includes up to, but no more, than ten single-sided pages that showcase a significant body of work)

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AGENTS: Submission of the link to this portfolio through the SUPER registration process certifies that you have personally reviewed all of the information contained in this portfolio and believe it to be correct. It also certifies that this 4-H'er has been enrolled in the 4-H program for at least one year.

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## PROJECT ACHIEVEMENT PROFILE (Sections A, B and C)

- The Tennessee 4-H Project Achievement Profile is made up of three sections -- Section A, Section B and Section C. The purpose of these three sections is to summarize your 4-H project/learning experiences in your main project (Section A), leadership (Section B) and Citizenship (Section C). These sections give detail to what you highlighted in your narrative or resume. When completing these forms, please keep the following in mind:

- There are different forms -- We have been working through changes in the portfolio since 2017. As a result, there are a number of forms "out there." Older forms may be accessed from the following website -- [https://4h.tennessee.edu/Pages/forms\\_materials.aspx#13](https://4h.tennessee.edu/Pages/forms_materials.aspx#13) under the "portfolio" section. For 2019 and all years forward, 4-H'ers must use the 2019 forms. These can be found online under the "Programs" button (scroll to the bottom of the page) from the first page of the Tennessee 4-H portfolio website -- <https://4h.tennessee.edu/Pages/default.aspx>. **IMPORTANT: 2019 entries must be completed on the 2019 forms and the forms may NOT be manipulated in any way (i.e. do NOT put two lines of text for each text box field, etc...)** Failure to comply will result in disqualification of the portfolio. Project profile forms should be completed online for years 2017 and forward. For years prior to 2017, the forms may be typed or printed legibly. There is no "extra credit" or high score value given to those who type versus print those previous year forms.

- No additional pages or attachments may be added to the project profile forms. Use only the space allotted. Additional pages/attachments/supplements may be included in the "other project records" section at the end of the portfolio. NOTE: Again, on the 2019 forms, only allow one line of text per space. Most sections are limited to only 10 spaces. Many 4-H'ers will exceed this number of activities in a given year. A decision will need to be made regarding which activities/experiences are the most important/beneficial to add or combined into one impact statement. Training resources on how to write for impact can be found online under the "Programs" button (scroll to the bottom of the page) from the first page of the Tennessee 4-H portfolio website -- <https://4h.tennessee.edu/Pages/default.aspx>. Keep in mind, that the judges are looking from one year to the next to determine amount of growth in the areas of knowledge and skill.

- The quality of the work that has been done and how skills and knowledge have increased from one year to the next are much more important than how many things have been done. More is not more when it comes to the portfolio. Also note, this is a portfolio and not a scrapbook. Therefore, it should not be a collection of everything one has ever done, but rather a set of pieces of work that are displayed to show skill. Pick the "best of the best."

- Your profile forms should show your most meaningful accomplishments. It is not a task-list, to-do list, calendar, check list, etc... Therefore, when documenting your activities and experiences, please remember the following:
  - Report only those things relating to your main project in Section A. The details reported here should connect back to the "big things" you highlighted in your narrative or resume.
  - All information in the profiles should be a summary of each year's project record sheets, if applicable. However, the project record sheet should NOT be included with the Section A form, but in the last section of the portfolio.
  - All records should be reported on a calendar year basis (January 1-December 31).
  - Report information under one heading only. Avoid repetition.

## SECTION A - MAIN PROJECT RECORDS

Section A forms are those in regard to your main project -- such as Swine, Line and Design, Performing Arts and Recreation, Beef, Dairy, etc... The Section A form is made up of five sections: (1) Size and Scope; (2) Project Participation -- Public Presentations; (3) Project Participation -- Exhibits; (4) Project Participation -- Educational Activities; and (5) Awards and Recognition. **2019 Section C project records should NOT be included on the 4-H portfolio website for the February 2019 contest.** Each section is described below:

### Junior High Requirements:

There is no state competition for junior high portfolios. Each region has their own rules for these portfolios, please check with your regional office.

### Senior Level I and Level II Requirements:

Include Section A's for no more than the past three calendar years plus the current year. A minimum of two years (past year plus current year) are required.

### I. Project-Related Goals

All project goals are now included in the Section A, B and C forms. In the past, the project goals have been on "Thinking Ahead and Looking Back" forms. **NOTE: Beginning in 2019, the project goals should be included on the respective Section A, B and C forms. There is no need to retype the Section A, B and C forms from 2018, 2017, 2016 or 2015. Old "Thinking Ahead and Looking Back" will be included on the Website as they currently exist.** 4-H'ers are encouraged to watch the training video on how to write goals. SMART goals are an ideal model to use. Goals should be challenging, but something that a 4-H'er can work to reach on his/her own and independent of the actions of others. There should be a minimum of one and a maximum of three goals listed.

### 2. Size and Scope

List the highlights of your project, including the size, scope and growth of the project. Size would be indicated by the numbers (number of items, number of hours, number of times, etc.) while scope would be determined by the variety of things you have done. Use the drop-down menu to show size with total number of times and unit of measurement. Show scope by the variety of activities conducted or learning experiences in which you participated. These may include camps, project work, conferences, judging teams, events, career exploration, project groups, tours, internships, skill-a-thons, workshops, etc... Please include any 4-H and non-4-H work that relates to your project work. Be sure to indicate profits, losses or savings if something done in the project saved the member or family money. Again, there may not be space to list everything that has been done. Be selective and list the "best of the best" or combine like items to show impact. Events which the member organized or conducted for other members should be listed in the leadership profile (Section B).

Form 305A  
**SECTION A**  
Tennessee 4-H Project Profile

Name of 4-H Project: \_\_\_\_\_  
Member's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Grade (on January 1): \_\_\_\_\_

1. **Project-related goals:** List up to three (3) project goals you would like to accomplish during the year.

1. Example: In 2019 I will learn primary/secondary/tertiary color wheels by taking two online classes to advance my design skills.

2. **Size and Scope:** List the highlights of your project for this year including the size, scope and growth of the project. Use the drop-down menu to show size with total number of times and unit of measurement. Show scope by the variety of activities conducted or learning experiences in which you participated. These may include camps, project work, conferences, judging teams, events, career exploration, project groups, tours, internships, skill-a-thons, workshops, etc... Please include any 4-H and non-4-H work that relates to your project work.

Item/Activity	Totals	Units	Item/Activity	Totals	Units
Example: Upcycled furniture to create planters	3	Items	Example: Trained 3 Georgia carpet factories	6	Hours

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### 3. Presentations and Exhibits

List the titles/types of public presentations given which relate to this project. Practice times should not be reported. Presentations can include speeches, demonstrations, interactive exhibits, interviews, oral reasons, illustrated talks, media presentations, interactive exhibits, videos, and displays at 4-H meetings, shows, fairs, contests which may include, but are not limited to, animal shows, fashion revues, project displays, posters and other public exhibits, etc. Record the number of times the presentation was made on each level. Presentations reported here should have been made to some organized group. First, be sure in this and all other sections to indicate the level on which participation occurred by using the appropriate letters - local (L), county (C), multi-county (M), regional (R), state (S) and national (N). Note: Participation involving more than one county would be multi-county (M)); participation involving more than one region would be state (S); participation involving more than one state would be national (N). Indicate the type of presentation, number of times and the level. Identify level by using the drop-down menu. When selecting the "level", choose the highest level at which this activity was executed. Note: The number of times indicated may reflect both the number of times at the level denoted and any and all levels prior.

### 4. Awards and Recognition

List the awards, trips, medals, plaques, trophies, ribbons, scholarships and other recognition received from both 4-H and non-4-H sources that are in relation to this project. Use the drop-down menu to indicate the level. When selecting the "level", choose the highest level at which this activity was executed. One purpose of this section is to show the quality of work done, not the number of awards received.

### 5. Education, Skills and Project Goal Outcomes

Describe the lessons and skills you learned this year related to your project based on the goals you identified in the first section (1). Again, in the past, the project outcomes (and goals) have been on "Thinking Ahead and Looking Back" forms. **NOTE: Beginning in 2019, the project outcomes (and goals) should be included on the respective Section A, B and C forms. There is no need to retype the Section A, B and C forms from 2018, 2017, 2016 or 2015. Old "Thinking Ahead and Looking Back" will be included on the Website as they currently exist.**

## SECTION B - LEADERSHIP PROJECT RECORDS

Section B forms focus on leadership experiences. The Section B form is made up of five main sections: (1) Project-Related Goals; (2) Leadership with 4-H Groups; (2) Leadership with Individual 4-H Members; (3) Leadership Experiences at 4-H Events; (4) Leadership in Other Organizations of Which You Are a Member; (5) Leadership in Marketing 4-H; and (6) Education, Skills and Project Goal Outcomes. **2019 Section B project records should NOT be included on the 4-H portfolio website for the February 2019 contest.**

#### Junior High Requirements:

There is no state competition for junior high portfolios. Each region has their own rules for these portfolios, please check with your regional office.

#### Senior Level I and Level II Requirements:

Include Section B's for no more than the past three calendar years plus the current year. A minimum of two years (past year plus current year) are required.


## 1. Project-Related Goals

All project goals are now included in the Section A, B and C forms. In the past, the project goals have been on "Thinking Ahead and Looking Back" forms. **NOTE: Beginning in 2019, the project goals should be included on the respective Section A, B and C forms. There is no need to retype the Section A, B and C forms from 2018, 2017, 2016 or 2015. Old "Thinking Ahead and Looking Back" will be included on the Website as they currently exist.** 4-H'ers are encouraged to watch the training video on how to write goals. SMART goals are an ideal model to use. Goals should be challenging, but something that a 4-H'er can work to reach on his/her own and independent of the actions of others. There should be a minimum of one and a maximum of three goals listed.

## 2. Leadership with 4-H Groups

Summarize the kind of leadership given to any of five different groups including project groups, clubs, judging teams, special interest groups and camps. Include the result of the member's leadership efforts with the individuals and the group(s).

Summarize this year's experiences as a junior or teen leader in this section. Use the drop-down menu to indicate which kind of 4-H group -- project groups, clubs, judging teams, special interest groups and camps -- the leadership was conducted. Leadership may include, but is not limited to, specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted -- this is citizenship and should be included in Section C. Be sure to explain your specific responsibility for each.


Form 305B  
**SECTION B**  
Tennessee 4-H Project Profile

Member's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Grade (on January 1): \_\_\_\_\_


**1. Project-related goals:** List up to three (3) project goals you would like to accomplish during this year.

#	Example: My goal is to improve my presentation skills by creating an outline for each presentation in an effort to use note taker.

**2. Leadership with 4-H groups:** Summarize this year's experiences as a junior or teen leader in this section. Use the drop-down menu to indicate which kind of 4-H group -- project group or special interest group, judging teams, clubs or camp -- the leadership was conducted. Leadership may include but is not limited to specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted. Be sure to explain your specific responsibility for each.

Type of Project or Activity	Size and Scope of What You Did	4-H Group
Example: Girl Committee Chairman	Created/Demonstrated flash cards (4 topics/4 sets) for training	judging team

This section continues on next page.

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## 2. Leadership with Individual 4-H Members

Describe the type, size and scope of leadership given to individual 4-H members. Individual 4-H members, in this instance, are those not associated with any type of 4-H club, group or camp. Use the drop-down menu to indicate the level on which participation occurred by using the appropriate letters - local (L), county (C), multi-county (M), regional (R), state (S) and national (N).

## 3. Leadership Experiences at 4-H Events

Report all 4-H events with which the member has served in a leadership role which are not reported in "Leadership with 4-H Groups." Using the drop-down menu, indicate the level of the event -- Local (L); County (C); Multi-County (M); Regional (R); State (S) or National (N) and the number of times in which the leadership experience occurred.

## 4. Leadership in Other Organizations of Which You Are a Member

List your leadership responsibilities and roles in all other organizations (not 4-H) in which you participate. Leadership may include, but is not limited to, specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted. Be sure to explain your specific responsibility for each. Indicate level Local (L); County (C); Multi-County (M); Regional (R); State (S) or National (N) and the number of times each leadership activity was conducted using the drop-down menu. When selecting the "level", choose the highest level at which this activity was executed. Note: The number of times indicated may reflect both the number of times at the level denoted and any and all levels prior.

## 5. Leadership in Marketing 4-H

List any leadership roles performed while promoting 4-H. Examples would be leadership roles involved with National 4-H Week, representing 4-H before other groups, exhibits, displays, floats, etc or any other event and/or activity done to promote 4-H. Use the drop-down menu to indicate level -- Local (L); County (C); Multi-County (M); Regional (R); National (N) and the number of times. Note your leadership responsibility(ies) with each event or activity.

## 6. Education, Skills and Project Goal Outcomes

Describe the lessons and skills you learned this year related to your project based on the goals you identified in the first section (1). Again, in the past, the project outcomes (and goals) have been on "Thinking Ahead and Looking Back" forms. **NOTE: Beginning in 2019, the project outcomes (and goals) should be included on the respective Section A, B and C forms. There is no need to retype the Section A, B and C forms from 2018, 2017, 2016 or 2015. Old "Thinking Ahead and Looking Back" will be included on the Website as they currently exist.**

## SECTION C - CITIZENSHIP PROJECT RECORDS

Section C forms focus on citizenship experiences. Citizenship activities include those things that contribute to the welfare of the club or group members, other individuals or the community. Only

4-H-related citizenship activities should be reported. The Section C form is made up of the following sections: (1) Project-Related Goals; (2) 4-H Project Citizenship; (3a) Other Citizenship Activities -- Government; (3b) Other Citizenship Activities -- Global; and (3c) Other Citizenship Activities -- Family and Friends; (3d) Other Citizenship Activities -- Community; and (4) Education, Skills and Project Goal Outcomes. **2019 Section C project records should NOT be included on the 4-H portfolio website for the February 2019 contest.** Each section is described below:

form 305B  
**SECTION B**  
Tennessee 4-H Project Profile

Member's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Grade (on January 1): \_\_\_\_\_

1. **Project-related goals:** List up to three (3) project goals you would like to accomplish during this year.  
Example: My goal is to improve my presentation skills by creating an outline for each presentation in an effort to use note lists.

1.	

2. **Leadership with 4-H groups:** Summarize this year's experiences as a junior or teen leader in this section. List the drop-down menus to indicate which kind of 4-H group -- project group or special interest group, judging teams, clubs or comp -- the leadership was conducted. Leadership may include, but is not limited to, specific roles such as officer, field leadership work with committees, activities to which you give leadership, leadership training events you led or attended, etc. Leadership is NOT resources in which you helped or assisted. Be sure to explain your specific responsibility for each.

Type of Project or Activity	Size and Scope of What You Did	4-H Group
Example: CofC Committee Chairman	Created/Disseminated flash cards (4 topics/4 sets) for meeting	Judging Team

The section continues on next page.

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### Junior High Requirements:

There is no state competition for junior high portfolios. Each region has their own rules for these portfolios, please check with your regional office.

### Senior Level I and Level II Requirements:

Include Section C's for no more than the past three calendar years plus the current year. A minimum of two years (past year plus current year) are required.

### I. Project-Related Goals

All project goals are now included in the Section A, B and C forms. In the past, the project goals have been on "Thinking Ahead and Looking Back" forms. **NOTE: Beginning in 2019, the project goals should be included on the respective Section A, B and C forms. There is no need to retype the Section A, B and C forms from 2018, 2017, 2016 or 2015. Old "Thinking Ahead and Looking Back" will be included on the Website as they currently exist.** 4-H'ers are encouraged to watch the training video on how to write goals. SMART goals are an ideal model to use. Goals should be challenging, but something that a 4-H'er can work to reach on his/her own and independent of the actions of others. There should be a minimum of one and a maximum of three goals listed.

## **2. 4-H Project Citizenship**

List citizenship and community service experiences completed as an individual 4-H member or as a member of a 4-H group that (1) contributed to the welfare of your club or group members, other individuals, our community, nation and/or world.; and (2) relate to the main 4-H project. (The main project is the one reported in Section A.) Include the kind, size and scope of each activity. This may include the number of people involved, hours of service, length of project, items made, etc...

## **3. Other 4-H Citizenship**

Use this section to report any 4-H citizenship experiences which do not relate to the main project. All work done in the 4-H Citizenship Project would be reported here. Local, state and international activities may be reported under the three following headings:

### **3.b. Global**

List activities which contributed to a better understanding of world issues and/or increased cultural awareness and describe the size and scope of the activity in the space provided.

### **3.c. Family and Friends**

List activities which contributed to the welfare and/or understanding of your family and friends and describe the size and scope of the activity in the space provided.

### **3.d. Community**

List activities which contributed to the welfare and/or understanding of your community and describe the size and scope of the activity in the space provided.

## **4. Education, Skills and Project Goal Outcomes**

Describe the lessons and skills you learned this year related to your project based on the goals you identified in the first section (1). Again, in the past, the project outcomes (and goals) have been on "Thinking Ahead and Looking Back" forms. **NOTE: Beginning in 2019, the project outcomes (and goals) should be included on the respective Section A, B and C forms. There is no need to retype the Section A, B and C forms from 2018, 2017, 2016 or 2015. Old "Thinking Ahead and Looking Back" will be included on the Website as they currently exist.**



## PROJECT GOALS (Old “Thinking Ahead and Looking Back” Forms)

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This section of the portfolio includes the “Thinking Ahead and Looking Back” forms. These forms are only for years 2018 and prior. It is acceptable to include plans and records for the Main Project area, Leadership and Citizenship. However, portfolios will only be judged on the project area in which they have been entered. Records should be put in with the most current in the front.

Project plans and records should document the information presented in the project profile (Sections A, B or C). If you have kept up with a Tennessee 4-H Project Record Worksheet (F540), please do not include it here. This also goes for any forms or records which may have been developed to track project efforts, reports of studies, experiments, news articles, certificates, and/or other fillers.

### Junior High Requirements:

There is no state competition for junior high portfolios. Each region has their own rules for these portfolios, please check with your regional office.

### Senior Level I and Level II Requirements:

Include “Thinking Ahead and Looking Back” records for no more than the past three calendar years. The current year of project records will be recorded on the 2019 Section A, B and C forms. A minimum of two year of project goals are required for each portfolio. This would include one year (past year) of records should be recorded on the “Thinking Ahead and Looking Back” forms and 2019 records on the Section A, B and C forms. If you are a 4-H member who is submitting a portfolio for the first time, you may use the new, 2019 forms for all project records. If this is the case, you do not need to include “Thinking Ahead and Looking Back” forms..

## RESUME

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The resume is a requirement for BOTH Senior Level I (9th and 10th grades) AND Senior Level II (11th and 12th grade on January 1 of the current calendar year) portfolios. The purpose of developing a resume is to help you review and reflect on your 4-H experiences; recognize the skills, knowledge and accomplishments you have acquired over time; and learn to promote yourself a result of thee experiences. Your resume will be something that you can use when completing applications for college admission, scholarships, internships and/or a job.

A resume template is provided on the website template. Please take a moment to review the example/prototype website to see specifics of what might be included -- <https://lbelew.wixsite.com/4hportfolio>. The resume should contain the following information:

- **Objectives:** Fill in a one-sentence objective when you create a resume for a particular position or specific purpose. For the project achievement portfolio, your objective will be: “to highlight the skills gained through my experiences in the (name of project) project and other related 4-H experiences.” Note: It is a good idea to always keep a copy of each of your old resumes. As you write one for a different position or purpose, you may change the skill(s) you wish to emphasize.
- **Skills:** Think about your 4-H project experiences, including leadership and citizenship. 4-H members list up to four of your strongest skills. Skills refer to things like communication, responsibility, creativity, etc... It can also be a subject matter/technical skill such as landscaping or sewing. Next to each skill, identify the experiences hat have helped you develop these skills. Keep your description brief -- one to two sentences. Provide as much detail as possible to show impact (numbers are great!). Do not retype what is included in your Section A Size and Scope section in this part!



- **Education:** List your academic major or area of strongest interest. Include name of school, city, state, date you received or expect to receive your diploma and the dates attended.
- **Optional Resume Items:**  
You are encouraged to include additional items if this is applicable. Such items may include, but are not limited to, the following:
  - **Work Experience:** (optional) If you have been employed or have been in a non--paid work situation or internship, please list your employers here. Begin with your most recent job and work backwards. Include the employer, city, state, and dates (month/year that you were employed and brief description of your responsibilities.
  - **Hobbies:** Include activities that may have or may have not been included in other sections of your portfolio.
  - **Awards and Honors:** (optional) List honors, awards or other recognition you have received for achievements in not only 4-H, but also academia, arts, sports, community service, citizenship, leadership, etc...

## PHOTOS

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A template is included in the website template for photos. There are three sections with five(5) photos each. A total of 15 photos may be used. Photographs should be included to illustrate the highlights of the project activity in which the portfolio is entered. They may be individual photos or a photo sequence. They may show honors and recognition received, special practices followed and year-to-year progress, but all photos should be clear and easy to see and action-oriented. Black and white photos are fine to include. A description of what the photos are representing should be included. A template for this descriptive paragraph is provided.

## OTHER PROJECT RECORDS

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4-H'ers may include 10 pages of documentation that relates to their project work. Remember, project plans and records should document the information presented in the project profile (Sections A, B or C). and be included in the "Main Project Plans and Records." All other records go in this section. If you have kept up with a Tennessee 4-H Project Record Worksheet (F540), it may be included here. Other documentation that may go into the section include any forms or records which may have been developed to track project efforts, reports of studies, experiments, news articles, certificates, and/or other fillers.

It is important that whatever is included be meaningful and support the project work. Again, the portfolio is not a scrapbook. You may include documentation for ALL sections (A, B and C) or you may focus the documentation on just the main project area in which you are competing.

## SHOWCASE

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A new addition to the 2019 4-H portfolio is the Showcase. The showcase should include a highlight of at least one, large 4-H project. The showcase will give judges an overview of the major project work of 4-H members and will be used in the project interview (information forthcoming). The showcase is required for both Level I and Level II competitors

Use the project showcase to expand on the things that you have highlighted in your resume or included in one line in your Section A, B and C forms. This is your chance to EXPLAIN what you have done and more importantly, what you have learned and how you have grown as a result of this experience. If you struggle in summarizing what you have been working on to get those into you the text boxes on your Section A, B and C forms ... then you will love the showcase! It is important to note that if a 4-H'er chooses to highlight more than one "big" project, that is fine as well. Keep in mind, however, that when creating these that the 4-H'er will only have 2 to 4 minutes to discuss this during their interview. Sometimes going into detail more on one project is more valuable and effective than just skimming the information on several projects

The showcase materials in the 4-H project portfolio must be limited to ten pages. If a 4-H'er includes a video or power point, this counts as one of the pages. You do not have to attach 10 pages – be selective. The showcase will be included as part of the project interview. The 4-H'er will NOT be responsible for bringing a computer, iPad or any other digital gadget to show their showcase. Judges will already have access to this information.

The showcase can highlight any part or all parts of the big project piece – from planning, to creating, to project execution, to evaluations and/or what was learned and achieved.