

Kings County 4-H Leaders Agenda Tuesday July 2, 2024

- **Call to Order**
- **Flag Salute**
- **4-H Pledge**
- **Secretary's Report/Minutes**
- **Treasurers Report**
- **Reports –**
 - All-Star Report & Ambassador Report
 - 4-H Staff Report – Cayci Hill
- **Correspondence**

- **New Business**
 - a. Record books
 - b. State Leadership Conference
 - c. Ambassador/Allstars
 - Interview Committee and Dates
- **Unfinished Business**
 - a. Draft Budget and Calendar 2024-2025
 - b. Boswell Foundation Funding- requesting photos and quotes from 4-H communities for their upcoming 100-year anniversary. Photos and/or quotes can be emailed to Cayci at cdahill@ucanr.edu with the subject Boswell OR they may be dropped off at the Kings County 4-H Office.
 - c. 2023-24 Kings County End of the year reporting checklist- Due August 9

- **Adjournment**

- **Next Council Meeting August 6, 2024, at 6:30 p.m.**

Kings County 4-H Leaders Council Minutes

Tuesday June 4, 2024

- **Call to Order** – President Loretta Toledo called the meeting to order at 6:33 p.m. Members present: Loretta Toledo, Lilly Pimentel, Melanie Curtis, Brittney Curtis, Clare Curtis, Cobi Revious, James Sayles, Jennifer Thomas, Madison Thomas, Brylee Hansen
- Flag Salute was led by Clare Curtis and 4-H Pledge was led by Brittney Curtis.
- **Secretary's Report/Minutes** – on a motion by Lilly Pimentel and seconded by James Sayles, the minutes were approved as printed.
- **Treasurers Report** - Lilly Pimentel reported that the mini grant approved in May had been paid. Due to lack of availability of printed reports, the full report was tabled to approved at the next Leaders Council Meeting
- **Reports** –
 - All-Star Report & Ambassador Report – Brittney and Clare Curtis reported that since the last Leaders Council meeting they participated in State Field Day events and were glad to see the Kings County was well represented virtually and in person.
 - 4-H Staff Report – Cayci Hill will return to the office on Monday, June 17, 2024.
 - a. Kings Fair Animal Bedding- Message from Dena Rizzardo- It has come to the attention of the fairgrounds we have several exhibitors with nut allergies as a precaution the only animal bedding allowed on the Kings Fairgrounds will be straw and shavings. Please pass this information along to all your exhibitors and parents. If you have any questions, please feel free to reach out to the fair office at (559) 584-3318.
 - b. Civic Engagement webinars (by Zoom) are available for leaders and members. Information is available online and from Ryan Cleland rpcleland@ucanr.edu and Jenna Colburn jcolburn@ucanr.edu.
- **Correspondence** – none
- **New Business**- Budget and calendar for 2024-2025 were discussed. Drafts will be presented at the next Leaders Council meeting for approval. There was extensive discussion around making Judging Day a more social activity with suggestions such as a community service activity, a gift exchange, a corn hole tournament, and a dance for teen members.

- **Unfinished Business**
 - a. Boswell Foundation Funding- requesting photos and quotes from 4-H communities for their upcoming 100-year anniversary. Photos and/or quotes can be emailed to Rochelle at mederos@ucanr.edu with the subject Boswell OR they may be dropped off at the Kings County 4-H Office.
 - b. 2023-24 Kings County End of the year reporting checklist- Due August 9th. Email with links sent out and copies available upon request.

 - **Adjournment** – on a motion by Lilly Pimentel and seconded by Clare Curtis, Loretta Toledo adjourned the meeting at 8:08 p.m.

 - **Next Council Meeting July 2, 2024, at 6:30 p.m.**
-

Kings County 4-H Master Calendar 2024-2025

July 2024

- 2 Leaders Council Meeting 6:30 PM
- 4 UCCE Office Closed – Independence Day
- 12-28 CA State Fair

August 2024

- 6 Leaders Council Meeting 6:30 PM
- Year End Reports and Officer Books Due

September 2024

- 2 UCCE Office Closed – Labor Day
- 3 Leaders Council Meeting 6:30 PM

October 2024

- 1 Leaders Council Meeting 6:30 PM
- 4 Window Displays Due
- 6-12 National 4-H Week
- 10 Thursday Night Marketplace 4-H Booth
- 19 Leader Appreciation Dinner/Achievement Night

November 2024

- 5 Food Olympics Planning Meeting 6:00 PM
- 5 Leaders Council Meeting 6:30 PM
- 11 UCCE Office Closed – Veterans Day
- 28-29 UCCE Office Closed – Thanksgiving Holiday

December 2024

- 3 Leaders Council Meeting
- 14 County Judging Day
- 24-1/2 UCCE Office Closed

January 2025

- 1 UCCE Office Closed – New Year's Day
- 7 Leaders Council Meeting 6:30 PM
- 20 UCCE Office Closed – Martin Luther King Holiday

February 2025

- 4 Leaders Council Meeting 6:30 PM
- 17 UCCE Office Closed – President's Day

March 2025

- 4 Leaders Council Meeting 6:30 PM
- 7-9 Western Classic
- 20 Farm Day
- 22 Food Olympics/Presentation Day

April 2025

- 1 Leaders Council Meeting 6:30 PM
- TBA Regional Presentation Day
- TBA 4-H Fair
- TBA Fashion Revue (hosted by Fresno County)
- 20 Easter

May 2025

- 6 Leaders Council Meeting 6:30 PM
- 24 State 4-H Field Day- UC Davis
- 26 UCCE Office Closed- Memorial Day

June 2025

- 3 Budget/Calendar Meeting 6:30 PM
- TBA Kings Fair

July 2025

- No Council Meeting
- TBA CA State Fair
- TBA State Leadership Conference

August 2025

- 5 Leaders Council Meeting 6:30 PM
- 15 Record Book Results/Officer Books Due

University of California, 4-H Youth Development Program
Club Level Record Book Review and Evaluation

Evaluators Instructions

These instructions apply to all Record Books, regardless of their type. Use the table below to determine what a “complete” Record Book should include for each type of book that may be submitted.

| New Achievements Members who choose to work on Achievements | Spark Achievement | Emerald Star I & II | Impact Stars | Members who choose NOT to work on Achievements may still submit a Record Book |
|--|------------------------------|------------------------------------|-------------------------|--|
| Cover Page | ✓ | ✓ | ✓ | ✓ |
| Table of Contents | ✓ | ✓ | ✓ | ✓ |
| Specific Achievement Rank Forms (worked on during that year) | ✓ | ✓ | ✓ | |
| My 4-H Story | ✓ | ✓ | | ✓ |
| Annual Project Report + Expression Page | ✓ | ✓ | ✓ | ✓ |
| 4-H Resume (Seniors Only) | ✓ | ✓ | ✓ | ✓ |

| Historical Star Ranks | |
|--|---|
| Cover Page | ✓ |
| Table of Contents | ✓ |
| Personal Development Report (Platinum Members skip certain sections) | ✓ |
| My 4-H Story | ✓ |
| Annual Project Report + Expression Page | ✓ |
| Collection of Work | ✓ |
| 4-H Resume (Seniors Only) | ✓ |

1. In general, youth should be evaluated against the standards specified in the Score Sheet and as appropriate to the member's age. We recommend that books be evaluated in groups of same-age youth so that appropriate developmental expectations are applied. Books of the same type are evaluated by pre-determined evaluators.
2. The difference between scoring a one (1) two (2) or three (3) is sometimes challenging to determine. Generally, when scoring a 2, there should be some indication of a pattern of action or behavior. For example, if a senior member lists one citizenship activity of bringing in cans for a food drive, that's more than 0, but is not a pattern; it is also not appropriate to the member's age. Even for very young members, we would expect to see more than one or two entries to establish a pattern of civic engagement. Evaluation teams need to confer and calibrate your scores with each other before scoring so that you are as close to the same interpretation as possible.

In general, score:

- 0 if there is no evidence of the standard requirement(s)
 - 1 if there is one entry of a certain required skill or activity or less than half the time
 - 2 if there is a pattern of the skill or required activity about half the time
 - 3 if there is a pattern of the skill or required activity about 75% of the time or greater. *A 3 does not mean perfect or 100%.*
3. Books should not be disqualified from Club review and evaluation. Rather, members should be given a score with helpful and supportive comments to help them succeed in the future. Provide feedback, encouragement, coaching, and mentorship as the goal of all club-level reviews and evaluations.

Club Record Book Evaluator Comments

Youth Member Name:

Record Book Type: (choose one, delete all others)

Historical Star Rank

Spark Achievements

Emerald Star I

Emerald Star II

Impact Star

Section 1: Following Instructions & Preliminary Information

Section 2: Personal Development Report

Section 3: 4-H Story

Section 4: Annual Project Reports and Expression Pages

Section 5: Collection of Work

Section 6: Leadership Development Report

Section 7: Resume (Seniors Only)

University of California, 4-H Youth Development Program

Club 2024 Record Book Review Instructions

Club Record Book Administrator Huddle, May 28, 6:30 – 8 pm,

[Register Here](#)

Instructions to Administrators (Club Leader or Designee):

1. Star Ranks and the new Achievements (Sparks, Emerald Star I & II, and Impact Stars) are awarded at the club level after evaluation and/or review. It is the responsibility of the 4-H Club or Unit to approve all achievements, which can include:
 - a. Star Rank application, which is typically the Personal Development Report (PDR), and is part of the historical Record Book Manual
 - b. Spark Achievement Report Form
 - c. Emerald Star I Report Form
 - d. Emerald Star II Report Form
 - e. Impact Star Report Forms*

*We do not anticipate Clubs seeing Impact Star books in 2023-24 because all Senior members must start with Emerald Star I and II in this launch year. If you have an Impact Star book, scoring information will be available in late May 2024 and located in the County 2024 Record Book Evaluation Resources Google folder, link on page 4.

2. Club leadership ensures all requirements have been met. County UCCE 4-H Offices may have a Rank and/or Achievement verification process before final awarding of Ranks or Achievements to members—check with the county 4-H office before making award notifications.
3. In addition to the Star Rank/Achievement verification process, clubs should verify completion of at least one APR for junior, intermediate, and senior members to receive their annual membership pin and stripe. (Primary members receive pin and stripe for participation in at least one project, without documentation).
4. If the club holds a formal Record Book review and evaluation, only the Record Book Evaluation Score Sheet for Clubs, endorsed by the state office may be used. If the club only does quick reviews and does not give awards (other than participation), the club evaluation form may be used as a guide but does not have to be scored.

5. This year, you may see Record Books that are the historical version, following the Record Book Manual and you may see Spark Achievements Record Books, following the Achievements Manual or Emerald Star I and Emerald II and potentially Impact Stars. Use the following charts to determine what a “complete” Record Book should include depending on youth choice.

| New Achievements Members who choose to work on Achievements | Spark Achievement | Emerald Star I & II | Impact Stars | Members who choose NOT to work on Achievements may still submit a Record Book |
|--|------------------------------|------------------------------------|-------------------------|--|
| Cover Page | ✓ | ✓ | ✓ | ✓ |
| Table of Contents | ✓ | ✓ | ✓ | ✓ |
| Specific Achievement Rank Forms (worked on during this year) | ✓ | ✓ | ✓ | |
| My 4-H Story | ✓ | ✓ | | ✓ |
| Annual Project Report + Expression Page | ✓ | ✓ | ✓ | ✓ |
| 4-H Resume (Seniors Only) | ✓ | ✓ | ✓ | ✓ |

| Historical Star Ranks | |
|--|---|
| Cover Page | ✓ |
| Table of Contents | ✓ |
| Personal Development Report (Platinum Members skip certain sections) | ✓ |
| My 4-H Story | ✓ |
| Annual Project Report + Expression Page | ✓ |
| Collection of Work | ✓ |
| 4-H Resume (Seniors Only) | ✓ |

6. Evaluation packets for each evaluator should include:

- a. Instructions for Evaluators
- b. Record Book Evaluation Forms
- c. Record Book Comment Sheet

*All forms are found in this [Google folder](#). Within that folder are sub folders for each type of book with related forms. Clubs can make paper copies of the Google Doc or Excel score forms or use digital scoring using the Google Docs or Sheets versions of score forms and comment sheets. The Google forms require that they be copied to individual Google Drives for use. Evaluation administrators decide the most comfortable process for them or their evaluators.

7. Destroy all previous forms and only use forms dated 2023-24 from the current Google Drive.
8. In the new achievements program, you may see books with URL links to the My 4-H Story and other documents. Evaluators will need access to digital devices to review digital content. You may also see photos and other multimedia uses to tell the 4-H story. There are word and length counts, but no restrictions on the number of pages for the 4-H Story.
9. Record Book review and evaluation by policy cannot include additional contests such as interviews, project competitions and knowledge bowls. Separate contests like these may be held, but they must be separate from the evaluation of Record Books.
10. We recommend that the Scoring Tables not be shared with evaluators during evaluation. You can hide the auto-scoring formatting already embedded in the Google Sheets versions of the score forms. This reduces the tendency for evaluators to add or subtract points to award a member a certain level.
11. We strongly recommend that evaluators are divided into groups to review types of books: historical or new achievement program. We recommend that books be evaluated in groups of youth of the same age so that appropriate developmental expectations are applied. Also, books of the same type are evaluated by pre-determined evaluators, especially those who may be most familiar with the new Achievements Program. You may decide to do two separate review teams depending on how many of each type of book you are reviewing.
12. After evaluators have awarded points, the administrator collects score forms and assigns awards based on the average score of the evaluators, using the score scales provided on pages 9-10.
13. If there is a wide score range between evaluators, another evaluator may be asked to read and score, and that additional score is then factored into the final average.

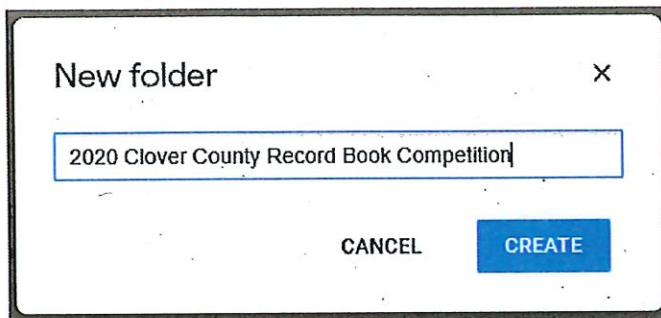
14. The state recommends, but does not require, using the following recognitions at the club level: gold seal, blue seal, red seal, and white seal (in that order). Green seals are recommended to be reserved for Primary Record Books as a participation seal.
15. Books should not be disqualified from Club review and evaluation. Rather, members should be given a score, with GREAT comments to help members succeed in the future. Provide feedback, encouragement, coaching and at best, mentorship, as the goal of all Club level review and evaluation.

Spreadsheet Tips for Virtual and/or Electronic Scoring

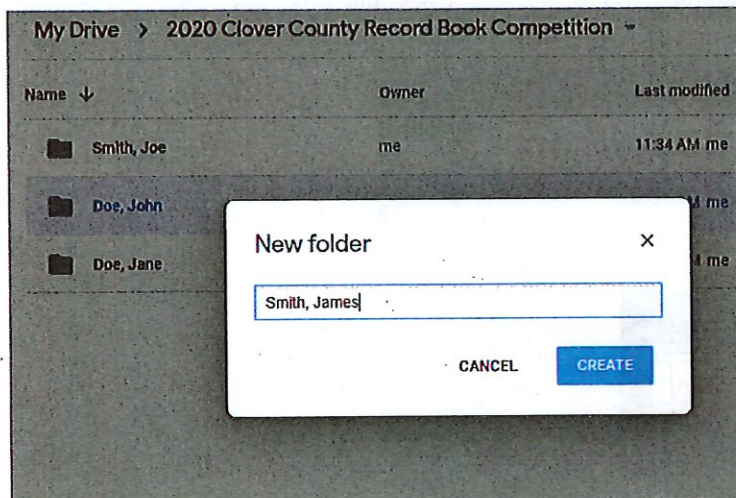
Virtual or electronic scoring is not required. We provide these instructions to help you if you would like to adopt this type of scoring. We have found that many counties are going this direction so that evaluators can work in their own windows of time while still meeting a pre-determined deadline for completion.

Steps Before the Competition

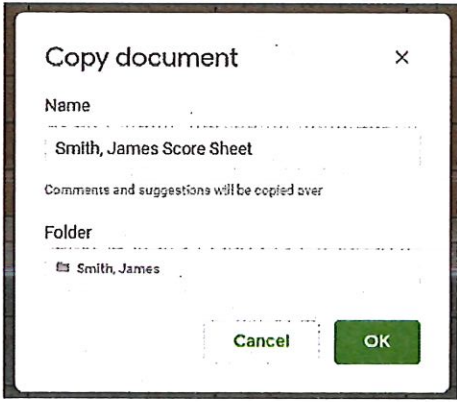
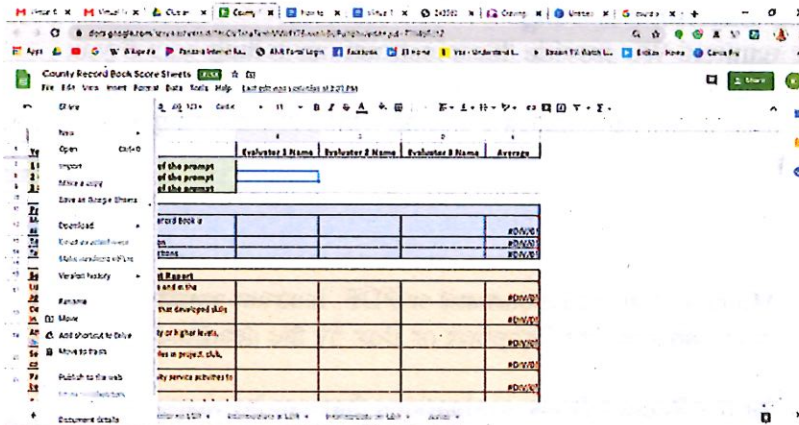
1. Books should be saved as a Microsoft Word Document or PDF. Instruct youth to upload books directly to a secure file upload site like Dropbox or Box by the deadline set by the competition coordinators.
2. Make a New Google folder for the Record Book evaluations that can be shared and accessed by all evaluators.



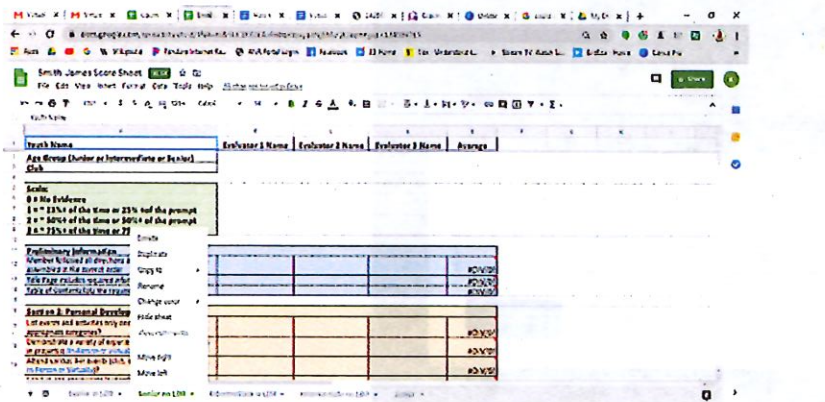
3. Make a folder for each youth within the shared competition folder.



4. Use the appropriate competition evaluation google Record Book Scoresheet (depending on type of book submitted and copy the spreadsheet with the name of the youth member and save it in that folder. Do this same copy process with the Record Book Comment document.

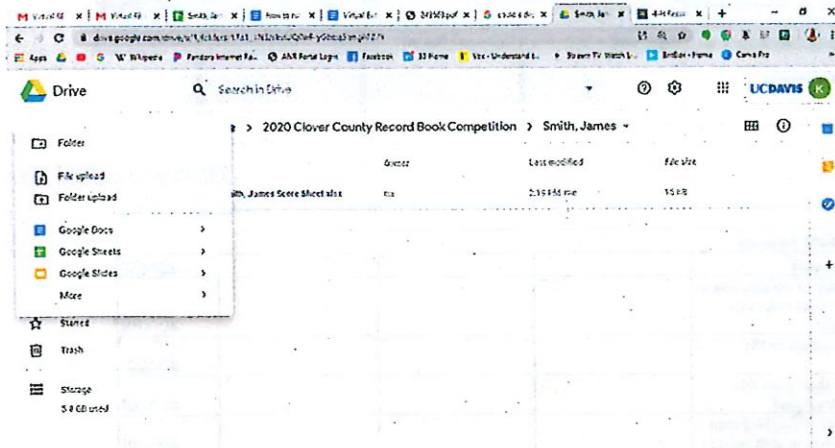


5. Delete all unnecessary sheets (if it's a Senior member delete the junior and intermediate sheets) and add the names of evaluators, youth member, age group and club at the top of the spreadsheet.



| | A | E | C | E | E |
|---|--|---------|-------|---------|---------|
| 1 | James Smith | Katelyn | Gemma | Barbara | Average |
| 2 | Senior | | | | |
| 3 | Green Clover Buds Club | | | | |
| 4 | | | | | |
| 5 | Scale: | | | | |
| 6 | 0 = No Evidence | | | | |
| 7 | 1 = 25% of the time or 25% of the prompt | | | | |
| 8 | 2 = 50% of the time or 50% of the prompt | | | | |
| 9 | 3 = 75% of the time or 75% of the prompt | | | | |

6. Upload the downloaded Record Book to the youth member's folder. Make sure the file is named after the youth member.



7. Each Folder should now contain

- Scoring Spreadsheet
- Comment Document
- Record Book

8. We recommend that two or three evaluators review each book and books be evaluated in groups of same age youth so that appropriate developmental expectations are applied. Recent 4-H alumni with experience with Record Books are typically great Record Book evaluators. Create evaluators groups and share the competition folder with them.

9. The Google Sheets Evaluation forms contain a formula that will take the average score and assign an award ranking to it. To prevent sharing of this award table the row containing the Award formula has been "hidden." Follow directions below to un-hide.

- Select a few rows above and below the hidden row this will have small up and down arrows or select all.
- Right click anywhere within your selection and you will see a list of options.
- Select unhide rows and now you can see the award the member earned as well as the score variance between the highest and lowest evaluator score totals.
- To hide the visible score row:
 - Select the entire row you want to hide.
 - Right click and then select hide row. Now your evaluators can't see what award the member will earn.
- **Do not make the award row visible until all evaluators have finished evaluating.**

| | | | | | | |
|----|---------------------|--|---|---|---|---------|
| 49 | Insert 7 above | le and reflect on the | | | | #DIV/0! |
| 50 | Insert 7 below | reach their goals and those strategies? | | | | #DIV/0! |
| 51 | Delete rows 50 - 56 | the way of reaching their in they had to shift gears? | | | | #DIV/0! |
| 52 | Clear rows 50 - 56 | | | | | |
| 53 | Hide rows 50 - 56 | | 0 | 0 | 0 | #DIV/0! |
| 55 | Unhide rows | your comments here and copy paste into the comment form) | | | | |
| 56 | Resize rows 50 - 56 | | | | | |
| 57 | Group rows 50 - 56 | ns & Preliminary | | | | |

| | | | | | | |
|----|----------------|--------|--|------------------|---|-----------|
| 46 | Cut | Ctrl+X | Development Reports | | | |
| 47 | Copy | Ctrl+C | les for the year? | | | #DIV/0! |
| 48 | Paste | Ctrl+V | g of the year to develop one or end of the year, reflect on at C (or not)? | | | #DIV/0! |
| 49 | Paste special | | p role and reflect on the ? | | | #DIV/0! |
| 50 | Insert 1 above | | is to reach their goals and of those strategies? | | | #DIV/0! |
| 51 | Insert 1 below | | et in the way of reaching their when they had to shift gears? | | | #DIV/0! |
| 52 | Delete row | | | | | |
| 53 | Clear row | | | 0 | 0 | 0 #DIV/0! |
| 54 | Hide row | | 0 (w/LDR) | SCORE VARIANCE 0 | | #DIV/0! |
| 55 | Resize row | | your comments here and copy paste into the comment form) | | | |

Record Book Scoring Tables for Club Evaluation
Historical Record Book using the Record Book Manual

ONLY for Club Administrator Eyes

| Age Group | Total Points Possible | | | |
|---------------------|-----------------------|--------------------|--------------------------|-----------------------------|
| Junior | 45 | | | |
| Intermediate | <i>With LDR</i> | <i>Without LDR</i> | <i>Platinum With LDR</i> | <i>Platinum Without LDR</i> |
| | 57 | 45 | 51 | 39 |
| Senior | <i>With LDR</i> | <i>Without LDR</i> | <i>Platinum With LDR</i> | <i>Platinum Without LDR</i> |
| | 66 | 54 | 60 | 48 |

| | Junior | Intermediate | | Senior | |
|-------------------|---------|-----------------|--------------------|-----------------|--------------------|
| | | <i>With LDR</i> | <i>Without LDR</i> | <i>With LDR</i> | <i>Without LDR</i> |
| Gold Seal | 39 – 45 | 50 – 57 | 39 – 45 | 57 – 66 | 46 – 54 |
| Blue Seal | 33 – 38 | 42 – 49 | 33 – 38 | 48 – 56 | 39 – 45 |
| Red Seal | 27 – 32 | 34 – 41 | 27 – 32 | 39 – 47 | 32 – 38 |
| White Seal | 0 – 26 | 0 – 33 | 0 – 26 | 0 – 39 | 0 – 31 |

| | Platinum Intermediate | | Platinum Senior | |
|-------------------|-----------------------|--------------------|-----------------|--------------------|
| | <i>With LDR</i> | <i>Without LDR</i> | <i>With LDR</i> | <i>Without LDR</i> |
| Gold Seal | 44 – 51 | 34 – 39 | 53 – 60 | 42 – 48 |
| Blue Seal | 36 – 43 | 28 – 33 | 43 – 52 | 35 – 41 |
| Red Seal | 29 – 35 | 22 – 27 | 35 – 42 | 28 – 34 |
| White Seal | 0 – 28 | 0 – 21 | 0 – 34 | 0 – 27 |

Record Book Scoring Tables for Club Evaluation
NEW Achievements Program Record Book using Progression Manuals

ONLY for Club Administrator Eyes

| Spark Achievement Report | Junior and Intermediate Total Possible = 57 | Senior Total Possible = 69 |
|--------------------------|--|-------------------------------|
| Gold Seal | 50 – 57 | 60 – 69 |
| Blue Seal | 42 – 49 | 48 – 59 |
| Red Seal | 34 – 41 | 36 – 47 |
| White Seal | 0 – 33 | 0 – 35 |

| No Achievement | Junior and Intermediate Total Possible = 42 | Senior Total Possible = 54 |
|----------------|--|-------------------------------|
| Gold Seal | 37 – 42 | 46 – 54 |
| Blue Seal | 31 – 36 | 39 – 45 |
| Red Seal | 25 – 30 | 32 – 38 |
| White Seal | 0 – 24 | 0 – 31 |

| INTERMEDIATE | | | |
|-----------------------------------|---|--|--|
| Emerald Stars I and/or II Reports | Emerald Star I Completed Total Possible = 75 | Emerald Star I In progress, NOT completed Total Possible = 60 | Emerald Star II Completed Total Possible = 78 |
| Gold Seal | 65 – 75 | 53 – 60 | 68 – 78 |
| Blue Seal | 55 – 64 | 43 – 52 | 57 – 67 |
| Red Seal | 45 – 54 | 35 – 42 | 46 – 56 |
| White Seal | 0 – 44 | 0 – 34 | 0 – 45 |
| SENIOR | | | |
| Emerald Stars I and/or II Reports | Emerald Star I Completed Total Possible = 87 | Emerald Star I In progress, NOT completed Total Possible = 72 | Emerald Star II Completed Total Possible = 90 |
| Gold Seal | 76 – 87 | 62 – 72 | 79 – 90 |
| Blue Seal | 65 – 75 | 52 – 61 | 68 – 78 |
| Red Seal | 52 – 64 | 42 – 51 | 55 – 67 |
| White Seal | 0 – 51 | 0 – 41 | 0 – 54 |

**California 4-H Record Book Evaluation - Club Level
2024 Spark Achievements or No Achievement Score Form**

Member Name: _____ **Evaluator Initials:** _____

Circle One: Junior Intermediate Senior

Scale:

0=no evidence

1=minimal evidence ~25% of the time or 25%+ of the prompt

2=moderate evidence ~50% of the time or 50%+ of the prompt

3=strong evidence ~75% of the time or 75%+ of the prompt

| Preliminary Information (Section 1) | |
|--|--|
| | Member followed all directions and Record Book is assembled in the correct order |
| | Cover Page includes required information |
| | Table of Contents lists the required sections |

_____ **Total Section 1**

| Section 2: Spark Achievement Report (optional - x all if did not submit SAR) | |
|---|--|
| | List events and activities in the appropriate categories |
| | List the date, minutes or hours and what they did for each entry |
| | Completed one community service activity in the current year |
| | Completed one communication activity in the current year |
| | How well did the member convey what they did in each category |

_____ **Total Section 2**

| Section 3: 4-H Story | |
|-----------------------------|--|
| | Meet appropriate 4-H story word counts or audio/video length? Junior: 250 – 500 words; Intermediate & Senior: 500 – 1000 words or video/audio: Junior: 1-2 minutes; Intermediate & Seniors: 2-4 minutes Slide deck: 5-10 slides |
| | Describe personal learning experiences in project(s) |
| | Discuss beginning leadership experiences and activities working with others |
| | Give examples of experiences working with others on civic engagement or community service projects |

_____ **Total Section 3**

**California 4-H Record Book Evaluation - Club Level
2024 Spark Achievements or No Achievement Score Form**

| Section 4: Annual Project Reports | |
|--|---|
| | Have a variety of project experiences OR have multiple levels of experiences in one project that may be a Spark |
| | Document required information (date, time, level and location) |
| | Describe activities and experiences in the project(s) |
| | Tell what was learned and skills gained in the project(s) |
| | Share learning experiences with other 4-H members or community audiences |
| | Include project financial records of income and expenses |
| | Demonstrate a specific concept or knowledge gained in the project(s) on the expression page(s) |

_____ **Total Section 4**

| Section 5: 4-H Resume (Seniors Only) | |
|---|--|
| | Demonstrate a professional and creative style and design on the resume |
| | States an objective that describes what the member wants to accomplish in the future |
| | Describe the skills they have gained through their leadership experiences |
| | Describe the skills they have gained through their citizenship experiences |

_____ **Total Section 5**

MEMBER TOTAL SCORE of ALL CATEGORIES: _____ **SEAL EARNED:** _____

California 4-H Record Book Evaluation – Club & County Level

2024 Emerald Star I In Progress OR Completed

Member Name: _____ Evaluator Initials: _____

Circle One: Intermediate Senior

Scale:

0=no evidence

1=minimal evidence ~25% of the time or 25%+ of the prompt

2=moderate evidence ~50% of the time or 50%+ of the prompt

3=strong evidence ~75% of the time or 75%+ of the prompt

| Preliminary Information (Section 1) | |
|--|--|
| | Member followed all directions and Record Book is assembled in the correct order |
| | Cover Page includes required information |
| | Table of Contents lists the required sections |

_____ **Total Section 1**

Section 2: Emerald Star I Report if Completed, Skip to Alternate Section 2 if still in progress

| | |
|--|---|
| | Identified a Spark |
| | Personal Development Goal is well connected to the Spark |
| | Personal Development Goals has specific, measurable strategies designed to reach the goal |
| | Completed Shift Gears portion of Part A, including potential obstacles and possible solutions |
| | Describe the importance of the strategies to the goal |
| | Describe what was learned and how that helped achieve the Personal Development Goal (Part B) |
| | Describe what was learned and how that helped achieve the Personal Development Goal (Part B) |
| | Clearly reflects on all four aspects in Part C |
| | In Part D, describe what was learned and actions taken to achieve the personal development goal through photos, graphics, video, audio and/or written words |
| | In Part D, describe what was learned and actions taken to achieve the personal development goal through photos, graphics, video, audio and/or written words |

_____ **Total Section 2**

**California 4-H Record Book Evaluation – Club & County Level
2024 Emerald Star I In Progress OR Completed**

| Alternate Section 2: Emerald Star Report Still in Progress, score this section | |
|---|---|
| | Identified a Spark |
| | Personal Development Goal is well connected to the Spark |
| | Personal Development Goals has specific, measurable strategies designed to reach the goal |
| | Completed Shift Gears portion of Part A, including potential obstacles and possible solutions |
| | Describe the importance of the strategies to the goal |

_____ **Total Alternate Section 2**

| Section 3: 4-H Story | |
|-----------------------------|---|
| | Meet appropriate 4-H story word counts or audio/video length Intermediate & Senior: 500 – 1000 words or video/audio: Intermediate & Seniors: 2-4 minutes Slide deck: 5-10 slides |
| | Describe personal learning experiences in project(s) |
| | Discuss beginning or advanced leadership experiences and activities working with other members |
| | Give examples of experiences working with others on civic engagement or community service projects |
| | Show overall growth and share Sparks in 4-H and outside of 4-H |

_____ **Total Section 3**

| Section 4: Annual Project Reports | |
|--|---|
| | Have a variety of project experiences OR have multiple levels of experiences in one project that may be a Spark |
| | Document required information (date, time, level and location) |
| | Describe activities and experiences in the project(s) |
| | Tell what was learned and skills gained in the project(s) |
| | Share learning experiences with other 4-H members or community audiences |
| | Include project financial records of income and expenses |
| | Demonstrate a specific concept or knowledge gained in the project(s) on the expression page(s) |

_____ **Total Section 4**

**California 4-H Record Book Evaluation – Club & County Level
2024 Emerald Star I In Progress OR Completed**

| Section 5: 4-H Resume (Seniors Only) | |
|---|--|
| | Demonstrate a professional and creative style and design on the resume |
| | States an objective that describes what the member wants to accomplish in the future |
| | Describe the skills they have gained through their leadership experiences |
| | Describe the skills they have gained through their civic engagement experiences |

_____ **Total Section 5**

MEMBER TOTAL SCORE of ALL CATEGORIES: _____ **SEAL EARNED:** _____

California 4-H Record Book Evaluation – Club & County Level 2024 Emerald Star II Completed

Member Name: _____ Evaluator Initials: _____

Circle One: Intermediate Senior

Scale:

0=no evidence

1=minimal evidence ~25% of the time or 25%+ of the prompt

2=moderate evidence ~50% of the time or 50%+ of the prompt

3=strong evidence ~75% of the time or 75%+ of the prompt

| Preliminary Information (Section 1) | |
|--|--|
| | Member followed all directions and Record Book is assembled in the correct order |
| | Cover Page includes required information |
| | Table of Contents lists the required sections |

_____ **Total Section 1**

| Section 2: Emerald Star II Report | |
|--|--|
| | Described how the personal development goal helps in community issues research? |
| | Recorded date, research activity and information discovered in at least six (6) research activities to reach the goal? (Part A) |
| | Summarized and analyzed findings about community needs through research, including what people and organizations are currently working on in the community to fix issues related to the identified spark, and what issues still need to be addressed? (Part A) |
| | Volunteer log correctly documents at least four (4) hours of volunteer activities completed to research community needs |
| | Discuss what was learned from volunteering activities about the needs in the community and what the member learned about themselves as a volunteer |
| | States a specific goal to make a difference in the community |
| | States how the research and volunteer work lead to the stated impact goal. (Part C) |
| | States how the impact goal relates to the identified spark and identified personal development goal. (Part C) |
| | Written component of the showcase demonstrates the research and volunteer work |
| | Visual component of the showcase demonstrates the research and volunteer work |
| | Reflects on presentation of showcase, and records location of showcase, date of showcase, and description of showcase audience |

_____ **Total Section 2**

**California 4-H Record Book Evaluation – Club & County Level
2024 Emerald Star II Completed**

| Section 3: 4-H Story | |
|-----------------------------|---|
| | Meet appropriate 4-H story word counts or audio/video length Intermediate & Senior: 500 – 1000 words or video/audio: Intermediate & Seniors: 2-4 minutes Slide deck: 5-10 slides |
| | Describe personal learning experiences in 4-H project(s) and/or activities |
| | Discuss beginning or advanced leadership experiences and activities working with other members |
| | Give examples of experiences working with others on civic engagement or community service projects |
| | Show overall growth in 4-H and its impact on your year |

_____ **Total Section 3**

| Section 4: Annual Project Reports | |
|--|---|
| | Have a variety of project experiences OR have multiple levels of experiences in one project that may be a Spark |
| | Document required information (date, time, level and location) |
| | Describe activities and experiences in the project(s) |
| | Tell what was learned and skills gained in the project(s) |
| | Share learning experiences with other 4-H members or community audiences |
| | Include project financial records of income and expenses |
| | Demonstrate a specific concept or knowledge gained in the project(s) on the expression page(s) |

_____ **Total Section 4**

| Section 5: 4-H Resume (Seniors Only) | |
|---|--|
| | Demonstrate a professional and creative style and design on the resume |
| | States an objective that describes what the member wants to accomplish in the future |
| | Describe the skills they have gained through their leadership experiences |
| | Describe the skills they have gained through their civic engagement experiences |

_____ **Total Section 5**

MEMBER TOTAL SCORE of ALL CATEGORIES: _____ **SEAL EARNED:** _____

California 4-H Historical Record Book Evaluation – Club Level

Member Name: _____ Evaluator Initials _____

Age of Member: _____ Circle one: Junior Intermediate Senior
(as of Dec. 31st of program year)

Total Points Earned: _____ Total Points Possible: _____ Award: _____

Scale: 0=no evidence 1=minimal evidence 2=moderate evidence 3=strong evidence

| Section 1: Preliminary Information | |
|------------------------------------|---|
| | Record Book is assembled in the correct order with all parts included. |
| | Member followed formatting guidelines listed in the Record Book Manual. |

_____ Total Section 1

| Section 2: Personal Development Report | |
|---|--|
| Activities and involvement should be appropriate for the age of the member. Skip section if member already has a Platinum Star Rank. | |
| Did the member: | |
| | Record participation both inside and outside of 4-H? |
| | Record events and activities in the appropriate categories? |
| | List the date, hours, level of participation, activity description, and location for each entry? |
| | Record events and activities only once? |

_____ Total Section 2

| Section 2 Alternate: Personal Development Report for Platinum Members score these 2 items only. Skip for all other members. | |
|--|--|
| Did the member: | |
| | Serve in age-appropriate leadership roles in project, club, county, or higher level? |
| | Participate in civic engagement and community service activities to benefit the community? |

_____ Total Section 2 Alternate

| Section 3: 4-H Story | |
|--|--|
| The 4-H Story gives the reader an opportunity to get to know the 4-H member and to read about project activities, leadership and citizenship experiences, both in the 4-H program and in school and community. | |
| Did the member: | |
| | Meet appropriate 4-H story word counts? <i>Junior: 250 – 500 words; Intermediate: 500 – 1000 words; Senior: 1000 – 2000 words</i> |
| | Follow the 4-H Story formatting guidelines? |
| | Reflect on 4-H experiences from the current 4-H year? |

_____ Total Section 3

| Section 4: Annual Project Reports | |
|---|---|
| Project skills and experiences should be appropriate for the age of the member. | |
| Did the member: | |
| | Complete at least one APR form? |
| | Record all required information: date, time, level, location, and learning experience? |
| | Include project financial records of expenses and income/value? |
| | Complete an expression page for each APR that shows what knowledge they gained or teaches the reader something? |

_____ Total Section 4

| Section 5: Collection of Work | |
|--------------------------------------|--|
| Did the member: | |
| | Select examples of current year's 4-H work that enhance records in the PDR and APR? |
| | Include flyers, brochures, pictures and letters that represented 4-H activities and experiences? |

_____ Total Section 5

This section is only scored for Intermediate and Senior members with Leadership Reports

| Section 6: Leadership Development Report (<i>Intermediate & Senior Members</i>) | |
|--|--|
| Did the member: | |
| | Complete both sections of Part 1 (Pre and Post)? |
| | Complete both sections of Part 2 (Pre and Post) for each "significant leadership role" listed in the PDR? (If no "significant leadership roles" are listed, the member does not complete the LDR, but may have other leadership experiences in the PDR.) |
| | Describe their leadership roles and personal goals for the year in "Pre" forms? |
| | Reflect on experiences at the end of the year in "Post" forms? |

_____ Total Section 6

This section is only scored for Senior members

| Section 7: Resume (<i>Senior Members only</i>) | |
|---|---|
| Did the member: | |
| | Create a unique personal development statement? |
| | Describe the skills they have gained through their leadership experiences? |
| | Describe the skills they have gained through their citizenship experiences? |

_____ Total Section 7

Total Points: _____



Due to various changes in all organizations, the market animal weights and sale eligibility for the 2024 King's Fair wasn't effectively communicated in October. The King's Fair for the 2024 fair is reverting to the 2023 market animal weights and sale standards, see below. Additionally, the guidelines for the 2025 market weights and eligibility for sale are outlined below, allowing more than a year for exhibitors to prepare and be in compliance with the changes. The fair's intention isn't to hinder youth participation but to establish guidelines that ensure fairness, encourage exhibitors to raise a project within guidelines, and help maintain age requirements for county fair eligibility.

2024 Weight Standards and Sale Eligibility

1. MARKET STEERS 1,000-1,425 LBS

- There will be no top limit on weight.
- All class winners may compete for champion.
- Exhibitors will be paid a maximum of 1,425 pounds at the auction.
- Minimum weight 1000 pounds. All steers weighing less than the minimum of 1000 pounds will be placed in a Feeder Class (one single class with a champion feeder selected). Animals placed in the feeder class are not eligible for auction.

2. PROSPECT STEERS 500-750 LBS

- Animals exceeding 750 pounds will be classified as super heavyweights, will NOT be allowed to show for Champion, but can sell if judged in Group 1 or Group 2.
- Seller will be paid only on the top weight limit of 750 pounds.
- Animal CANNOT be more than 9 months of age on sale day, birth date to be verified by Bill of Sale or mouthing.
- Animals not making the minimum weight will be placed in a feeder class with one champion selected. Underweight animals are NOT eligible for auction.
- Exhibitors have the right to sell the eligible animal at auction or to not sell the animal including champions.

3. MARKET LAMBS 110-150 LBS

- Animals exceeding 150 pounds will be allowed to show in a super heavyweight class and will be eligible to compete for champion.
- Animals exceeding 150 pounds that are deemed market ready will be eligible to sell but will only be paid on 150 pounds.
- Lambs not making the minimum weight of 110 pounds will be placed in a single feeder class with one champion selected. Animals 109 and below are not eligible for auction.

4. MARKET GOATS 60-115 LBS

- Animals exceeding 115 pounds will be allowed to show in a super heavyweight class and will be eligible to compete for champion.
- Animals exceeding 115 pounds that are deemed market ready will be eligible to sell but will only be paid on 115 pounds.
- Animals not making the minimum weight of 60 pounds will be placed in a single feeder class with one champion selected. Animals 59 and below are not eligible for auction.



5. MARKET HOGS 215-280 LBS

- Any animal 281 – 289 pounds may show but will **NOT** sell.
- Any hog weighing 290 or above will not be eligible to show in a market class but will be allowed to show in showmanship if it is the only animal that exhibitor entered. If the exhibitor chooses not to show in showmanship the animal must be taken home.
- Animals not making the 215-pound minimum will be placed in a feeder class, one single class with a champion selected. Feeders are not eligible for auction.
- Super Heavy weight hogs will be placed in a single class with 4-H and FFA competing together. Super Heavy weight class winners are **not eligible for champion and will not sell**.

2025 Weight Standards and Sale Eligibility

1. MARKET STEERS 1,050-1,575 LBS

- Exhibitors will be paid on full market weight of animal if deemed market ready.
- Steers weighing less than the minimum of 1,050 pounds will be placed in a feeder class, one single class with a champion selected, but are not eligible for sale.
- Steers exceeding 1,575 pounds will be placed in a single class with 4-H and FFA competing together. Heavy weight class winners are not eligible for champion and will not sell.
- Feeder and Heavyweight animals are eligible for showmanship.
- If the exhibitor chooses not to show in showmanship the animal must be taken home.

2. PROSPECT STEERS 500-750 LBS

- Prospect Steers are not eligible for sale.
- Animal **CANNOT** be more than 9 months of age on sale day, birth date to be verified by Bill of Sale or mouthing.
- Animals not making the minimum weight will be placed in a feeder class with one champion selected.
- Prospect steers exceeding 750 pounds will be placed in a single class with 4-H and FFA competing together.
- Feeder and Heavyweight animals are eligible for showmanship.
- If the exhibitor chooses not to show in showmanship the animal must be taken home.

3. MARKET LAMBS 110-160 LBS

- Exhibitors will be paid on full market weight of animal if deemed market ready.
- Lambs weighing less than the minimum of 110 pounds will be placed in a feeder class, one single class with a champion selected, but are not eligible for sale.
- Lambs exceeding 160 pounds will be placed in a single class with 4-H and FFA competing together. Heavy weight class winners are **not eligible for champion and will not sell**.
- Feeder and Heavyweight animals are eligible for showmanship.
- If the exhibitor chooses not to show in showmanship the animal must be taken home.



4. MARKET GOATS 60-115 LBS

- Exhibitors will be paid on full market weight of animal if deemed market ready.
- Goats weighing less than the minimum of 60 pounds will be placed in a feeder class, one single class with a champion selected, but are not eligible for sale.
- Goats exceeding 115 pounds will be placed in a single class with 4-H and FFA competing together. Heavy weight class winners are **not eligible for champion and will not sell.**
- Feeder and Heavyweight animals are eligible for showmanship.
- If the exhibitor chooses not to show in showmanship the animal must be taken home.

5. MARKET HOGS 215-280 LBS

- Exhibitors will be paid on full market weight of animal if deemed market ready.
- Hogs weighing less than the minimum of 215 pounds will be placed in a feeder class, one single class with a champion selected, but are not eligible for sale.
- Hogs exceeding 280 pounds will be placed in a single class with 4-H and FFA competing together. Heavy weight class winners are **not eligible for champion and will not sell.**
- Feeder and Heavyweight animals are eligible for showmanship.
- If the exhibitor chooses not to show in showmanship the animal must be taken home.