

The information in the attached packet is a list of notes, ideas, and suggestions from various sources. These notes are not the “all-knowing” of scholarships, but hopefully some tips and tricks to help you.

<https://texas4hfoundation.org/what-we-do/#opportunity-scholarships>

- Minimum 10 point font.
- Use Times New Roman, Arial, Calibri, or something very easy to read. Be consistent throughout. (*Times New Roman is easier to read when printed.*)
- Be sure to double check the line spacing and fonts. Be consistent throughout.
- Do not add additional pages.
- Do not staple. Use a binder clip.
- Must be typed or computer generated. Cannot be handwritten.
- Check for spelling, grammar, punctuation, etc.
- Have someone else proofread your application. SEVERAL TIMES!
- Make sure you have all the attachments:
 - Official Transcript
 - SAT/ACT scores (if not included on official transcript)
 - Copy of Free Application for Federal Student Aid (FAFSA) Student Aid Report (SAR)
- SAVE YOUR WORK OFTEN! Computer and printer problems are a part of life!
- **START EARLY!**
- **PROOFREAD!**

Work on your FAFSA immediately! Do this NOW!!!




Even if your school counselor tells you not to do it yet, DO IT.

ATTACHMENT A: INDIVIDUAL SCHOLASTIC RECORD

This record is to be completed by the applicant's high school principal or counselor. The completed record and related materials must be returned to the applicant to become part of and attached to the Texas 4-H Youth Development Opportunity Scholarship application.

Applicant's Last Name	Applicant's First Name and Middle Name	County
Name of High School	Funding Classification of High School (Public, Private, Home School, etc)	

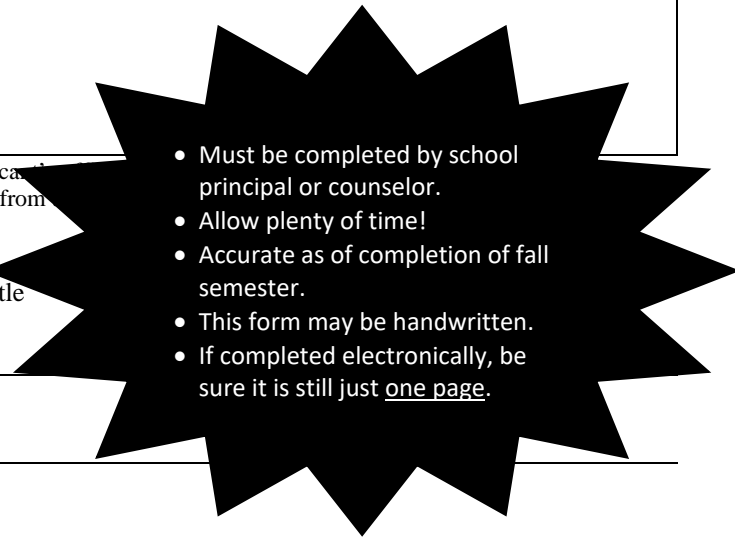
NOTE TO COUNSELOR/PRINCIPAL
THE DONORS OF THE TEXAS 4-H YOUTH DEVELOPMENT OPPORTUNITY SCHOLARSHIP PROGRAM REQUIRE THAT APPLICANTS PROVIDE QUARTILE RANKING. THIS PERTAINS TO ALL FUNDING CLASSIFICATIONS OF SCHOOL (PUBLIC, PRIVATE, AND HOME-SCHOOL). THE COMMITTEE REALIZES THAT SOME SCHOOLS PREFER NOT TO RANK STUDENTS; HOWEVER, FAILURE TO PROVIDE A QUARTILE RANKING WILL RESULT IN A DISQUALIFICATION OF THE APPLICATION AND THE POTENTIAL LOSS TO THE STUDENT OF UP TO \$20,000 IN SCHOLARSHIP!

Expected date of graduation (MM/DD/YY):				
Quartile ranking in graduating class (circle one):	1 st	2 nd	3 rd	4 th
High school grade point average (GPA) through the latest semester completed. MUST BE PROVIDED ONLY ON THE BASIS OF A 100 POINT UNWEIGHTED SYSTEM WITH A MAXIMUM OF 100 POINTS. (i.e. 85 or 90, NOT 3.5 or 4.0) (Extra points given for honors and AP classes should be excluded.)			MUST BE ON AN UNWEIGHTED 100 POINT SCALE. OTHER SCALES OR GPA'S OVER 100 WILL RESULT IN DISQUALIFICATION.	
Applicant's highest SAT score(s). Scores must be from a single test date – combining of scores is not allowed. <i>If the applicant has not taken the SAT, leave blank.</i>				
Applicant's highest ACT score(s). Scores must be from a single test date – combining of scores is not allowed. <i>If the applicant has not taken the ACT, leave blank.</i>				
Has the applicant passed all required standardized test(s) in order to graduate and attend a Texas college/university? (check one)	<input type="checkbox"/> YES		<input type="checkbox"/> NO	

A statement of personal knowledge about this applicant is not required; however, if you desire to make a statement, the selection committee will welcome any additional information you may wish to provide. Please use only the space provided on the front side of this page.

Signature certifying validity of scholastic record is required. A copy of the application and the SAT and/or ACT score(s) must be attached even though the information from

Signature	Official Title
School	
Address, City, State, Zip Code	
E-mail Address	



ATTACHMENT B: FINANCIAL NARRATIVE

Provide a narrative (one page) of why you believe you need, or should receive, financial assistance, such as a Texas 4-H Youth Development Opportunity Scholarship to attend the college/university of your choice. This narrative should include details about family situations such as: care of family members, medical, and family financial burdens. *HINT: Do not start your narrative with “I deserve”...*



“Our family could use the financial assistance because....”

- family financial situation
- parents work situation
- financial hardships (medical, caring for additional family members, etc.)
- additional siblings in college at the same time you are in college (before or after)
- applicant's job/work
- additional scholarships
- savings
- loans
- grants
- parents' estimated contribution to you
- living situation in college (with family, on own, in dorm, etc.)
- Will you have a job in college?
- Do you plan to do an internship? Will it pay you? Or is cost out-of-pocket?
- Do plan to participate in extra-curricular activities that may cost out-of-pocket?

Describe what costs you will be incurring:

- Tuition, fees
- Books
- Housing
- Meals

Information pertaining to cost of college can be received from University's financial aid department, university catalog, or Texas Higher Education Board website: <http://www.collegeforalltexans.com>

Write creatively! It helps the judges remember your application better!

In your narratives:

- Important information at TOP
- Consider underlining/bolding key words/phrases
- Bullet lists

Submit FAFSA Student Aid Report (SAR) with the application (at the back of your application).

- It provides an Expected Family Contribution (EFC) amount that a student can plan to receive from parents/guardians
- Takes approximately 3-4 weeks for processing
- Also helps applicant know of other forms of financial aid/grants/loans. Forms and process is accepted at all colleges and university.
- <https://fafsa.ed.gov/>



ATTACHMENT C: PROJECT EXPERIENCE

4-H PROJECT: List up to four (4) of your most significant 4-H projects throughout your entire 4-H career. Describe years involved, knowledge and skills gained, scope and activity related to projects, demonstrations, talks, exhibits, workshops, tours, interviews, etc. Describe why these projects were important and significant and what impact your involvement provided you to have on other people. Put emphasis on the quality of your experience, rather than quantity. Please reference the level of participation/involvement as L=local, C=county, D=district, R=regional, S=state, N=national, and I=international. DO NOT ADD ADDITIONAL PAGES BY EXCEEDING THE AMOUNT OF ROOM PROVIDED.

Attachments C, D, and E are all about your 4-H experiences.

Attachment F is about your non-4-H experiences.

- Minimum 10 point font.
- Use Times New Roman, Arial, Calibri, or something very easy to read. Be consistent throughout.
- Be sure to double check the line spacing and fonts. Be consistent throughout.
- Check for spelling, grammar, punctuation, etc.

USE YOUR 4-H RECORDBOOK AS A GUIDE

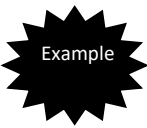
You can list up to 4 projects.

You can cover your entire 4-H career. (That is different from a 4-H Recordbook.)

Be sure to reference your level of participation (L, C, D, R, S, N, I)

Questions to get you thinking:

- What knowledge and skills did you learn?
- Where did you learn it: (Activities you participated in) meetings, workshops, tours, camps, seminars, etc.
- # of exhibits prepared (i.e. meals prepared, garments/items made, animals purchased, raised, etc.)
- Hours worked in project area
- Number of competitions attended (livestock shows, food shows, etc)
- Presentations made
- What is the significance of what you learned? How will it help you?



Highly recommended:

- Do not write in paragraph form in this section.
- Use a **list or chart** and then can add complete sentences when discussing significance.
- Bold key words.

MAKE THIS EASY TO READ AND UNDERSTAND!

CITIZENSHIP - 10 years		TOTAL
Project Meetings Attended		34
Leadership Experiences		68
Community Service Activities		45
Calls/Visits to Encourage Voting		525
Visits to Elderly		421
Donated Items to Needy (food, clothes)		1725
Value of Items		\$1155
Participated in Community Events		117
Hours Involved		398
Articles/Essays Written or Talks Given		31
Tours		52
Learning Experiences	L-37 C-18 D-11 S-4 N-7	

KNOWLEDGE & SKILLS: Learning the definition of citizenship has helped make me responsible to my community. Being active in community activities such as the Love Fund, County Democrats, Picnic Celebration, parade and Chamber of Commerce helped improve community life showing a positive example. Sending socks for soldiers gave me a sense of patriotism. Learning about city council districts, school board precincts and candidates for elected office made me informed about government. Researching the candidates on the Internet helped me to understand each person's agenda and platform. Developing a list of activities and organizations in my community will help promote positive activities for citizen involvement. I demonstrated that one person can make a difference.

DEVELOPMENT & IMPACT: I have learned to appreciate and understand government and elected officials. I also know one vote does count. I am excited to be a registered voter and to cast my vote in our next election.

DOG CARE - 10 years		TOTAL
Project Meetings Attended		34
Leadership Experiences		47
Community Service Activities		49
Hours Involved with Dogs		1625
Breeding Expenses(vet, food & equip)		\$690
Earnings from Puppy Sales		\$3300
Equipment, Feed and Health Expenses		\$1610
Feeding, Grooming, Health Care Hours		780
Tours/Clinics		54
Learning Experiences	L-48 C-39 D-21	

KNOWLEDGE & SKILLS: Making sure my dogs have their rabies' shots yearly keeps my community safe. I taught others to properly identify their dogs. Through research, I assisted my dog when she gave birth to her puppies. The birthing made me appreciate life and be responsible to care for my dog's basic needs. I researched the Rabies Law in Texas and then used the information to write an article in the newspaper to educate others. Touring and observing at the vet clinic, I saw the investment needed for a self employed person. This will help me as a banker in loaning money to individuals who are starting a business. I have tried to educate other dog owners through project poster exhibits. Being responsible for baby puppies has strengthened my decision making capabilities.

DEVELOPMENT & IMPACT: My soft heart for dogs has been nurtured with my project. I have learned responsibility, management practices and money management. I also tried to educate others on being a dog owner.

FOOD AND NUTRITION - 10 years		TOTAL
Project Meetings Attended		34
Leadership Experiences		62
Community Service Activities		49
Planned and Purchased Foods		898
Money Saved by Coupons		\$635
Foods Prepared		1435
Hours Involved		1475
Project Shows & Fairs		38
Learning Experiences	L-41 C-43 D-59 S-7	

KNOWLEDGE & SKILLS: Teaching others to make nutritious food choices helps me and others monitor our weight. Preparing emergency survival kits for Meals-On-Wheels elderly citizens made me responsible for others in my community. Learning to clip coupons and to read labels makes me a skilled shopper and reduces my family's food bill. Learning pork nutritional facts will help me plan leaner meat menus. Researching recipe web sites gave me nutritious ideas for a food show dish. Money management tools, such as using coupons, will help me be a better consumer's banker. Helping 4-Hers at the county food workshop learn to measure was one way I increased my leadership skills. I led the "Iron Chef" workshop to teach creativity in cooking. Being a part of the food show awards program was a positive leadership experience and set a good example for younger members.

DEVELOPMENT & IMPACT: I improved my family life by practicing the skills I have learned. I have implemented better nutrition in our diets.

SWINE - 9 years		TOTAL
Project Meetings Attended		23
Leadership Experiences		62
Community Service Activities		16
Fed, Walked, Groomed - Hours		1425
Equipment, Feed and Health Costs		\$17475
Earnings from Sales		\$19775
Build Pen and House - Hours		98
Exhibited at Shows		75
Clinics and Workshops		15
Tours		34
Learning Experiences	L-77 C-78 D-44 S-7	

KNOWLEDGE & SKILLS: My swine project taught me the importance of feeding non-medicated feed before slaughter to keep consumers safe and feed within USDA regulations. Keeping expense records on my pigs helps me manage my money and be responsible. Giving pork meat to needy families makes me a caring citizen in my community. Reviewing swine livestock publications helped me be current on swine trends. Keeping financial records has given me accounting skills needed for the banking industry. Helping weigh, wash and feed everyone's pigs at major shows makes me feel part of a team and builds lasting friendships. Being the swine superintendent at the local stock show was a great leadership opportunity and demonstrated my knowledge of swine.

DEVELOPMENT & IMPACT: My swine project was my favorite and most rewarding project. Participating in a variety of learning activities helped me evaluate and implement sound management practices, develop integrity, sportsmanship, and cooperation with others.

ATTACHMENT D: LEADERSHIP EXPERIENCE

4-H LEADERSHIP ROLES: List up to twenty-five (25) major 4-H leadership roles throughout your 4-H career. Include volunteer, promotion, and elected/appointed leadership. List roles and responsibilities, years, and levels of involvement as L=local, C=county, D=district, R=regional, S=state, N=national, and I=international. **Put emphasis on the quality of your experience, rather than quantity. DO NOT ADD ADDITIONAL PAGES BY EXCEEDING THE AMOUNT OF ROOM PROVIDED. DO NOT ALLOW INFORMATION TO EXTEND TO THE NEXT PAGE.**

YEAR	LEADERSHIP ROLE	LEVEL OF INVOLVEMENT	ROLE, RESPONSIBILITIES, DUTIES, AND/OR ACCOMPLISHMENTS (BRIEF STATEMENTS)
			Example
	D Council 3 rd Vice President	District	Elected – promoted 4-H in the district; introduced Gold Star winners at District Gold Star Banquet; introduced winners at district contests.
06-07	L Council Public Relations Officer	District	Elected – gave welcome at District Gold Star Banquet; introduced winners at district contests; assisted in registration at District Round Up.
04-07	Counselor - Region Leader Lab	Regional	Appointed – taught scrapbooking, cooking, art, leadership, team working to younger 4-H members. Created awards and props. Team leader of group.
06-07	L Representative at Nat 4-H Conference	National	Promotional - discussed youth issues with possible solutions; demonstrated team building; promoted own clubs, districts, states. Taught "Texas Culture".
05-06	Town & Country 4-H Club President	Local	Elected – led monthly meetings; developed "Amazing Race" game to increase attendance at club meetings; worked with club manager to plan meetings.
05-06	County Council Co-Chair	County	Elected – led council meetings, worked with agents to plan meetings, mistress of ceremonies at County Achievement Banquet; led National 4-H Week events.
04-05	Tri-State Fair Junior Director	Regional	Appointed – attended board meetings; worked as assistant superintendent in photography and goats; worked in fair office; promoted fair to my county.
05-07	Foods & Nutrition Teen Leader	County	Volunteer – demonstrated measuring, cutting, preparing ingredients at county workshops. Taught others food pyramid. Planned county wide food workshop.
05-07	Chairman – Kiddie Parade	County	Volunteer – organized kiddie parade, judges, solicited prizes and awards; contacted newspaper and directed parade entries on parade route.
02-08	Swine Teen Leader	County	Volunteer – taught ear notch reading, showmanship and feeding. Taught proper swine structure to other 4-H members.
99-08	Citizenship & Civic Education Jr Leader	County	Volunteer – demonstrated completing voter registration cards; displayed voter reminder signs; called voters to remind them to vote.
99-08	Dog Care Teen Leader	County	Volunteer – taught seven basic commands; organized dog show with awards; organized local rabies clinic.
99-07	Consumer Education Teen Leader	County	Volunteer – taught proper methods for reason classes; demonstrated reading labels and using coupons to other 4-H members.



You can list maximum of 25 major leadership roles. The chart will expand to allow you to type more than one line. However, do not go over this one page.

Ideas to get you thinking:

- What activities/offices were you elected/appointed to? (Elected/Appointed)
 - o Offices held
 - o Committees

- What did you volunteer to do as a part of 4-H? (Volunteer)
 - o Organized workshop
 - o Workshops presented/taught/assisted
 - o Committees led

- What did you do to tell someone else about 4-H? (Promotional)
 - o Build and ride in a float for parade
 - o Recorded Radio program
 - o Write news article

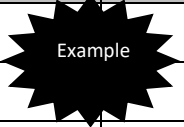



At what level did you do this (Local, County, District, State, National, International)?



ATTACHMENT E: CITIZENSHIP/COMMUNITY SERVICE EXPERIENCE & HONORS

4-H CITIZENSHIP AND 4-H COMMUNITY SERVICE: List up to fifteen (15) of your citizenship and community service activities. List activity, year, and your role in the activity (use Y=performed yourself, M=member of a group, P=provided primary leadership to the group). Describe why your citizenship and community service was important in these activities and what impact your involvement provided you to have on other people. **Put emphasis on the quality of your experience, rather than quantity. DO NOT ALLOW INFORMATION CHARTS TO EXTEND TO THE NEXT PAGE.**

YEAR	ACTIVITY	ROLE IN ACTIVITY	WHY IT WAS IMPORTANT AND/OR IMPACT OF INVOLVEMENT																																																
																																																			
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You can list maximum of 15 citizenship/community service activities. The chart will expand to allow you to type more than one line. However, do not go over this one page.

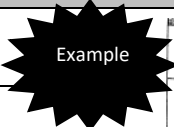

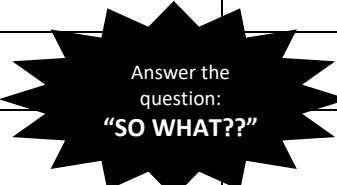
As a member of 4-H, what did you do to help to help someone else outside of 4-H? Some examples may include:

- Habitat for Humanity
- Toys for Tots
- Canned Food Drive
- Clothing Drive
- Prepared meals
- Trash pick-up



The more "hands-on" your community service activities are the better.

4-H HONORS: List up to four (4) of your most important honors received through 4-H. List the honor, year received, level of award (e.g. L=local, C=county, D=district, R=regional, S=state, N=national, and I=international), and why you consider the honors listed to be the most important (i.e. how did they contribute to and provide significance toward your personal development?). **Put emphasis on the quality of your experience, rather than quantity.**

YEAR	AWARD	LEVEL OF AWARD	WHY IS THIS AWARD IMPORTANT?																
																			
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You can list maximum of 4 awards. But this should also be the minimum! The chart will expand to allow you to type more than one line. However, do not go over this one page.

ATTACHMENT F: OUTSIDE 4-H EXPERIENCE

OUTSIDE OF 4-H LEADERSHIP ACTIVITIES, HONORS, WORK EXPERIENCE, AND VOLUNTEER/COMMUNITY SERVICE:

Describe how you spent time outside of your 4-H activities, why you devoted time to a particular activity, the impact the activity had on your personal development, and how it benefitted other people. List leadership roles outside of 4-H (include school, church, other youth groups, etc). **DO NOT ADD ADDITIONAL PAGES BY EXCEEDING THE AMOUNT OF ROOM PROVIDED. DO NOT ALLOW INFORMATION TO EXTEND ONTO THE NEXT PAGE.**



This is the section to share non-4-H activities. This includes anything and everything you do outside of your 4-H experience.

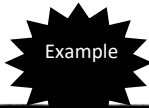


Recommendation:

- Do not write in paragraph form in this section.
- You can use a list or chart and then add complete sentences when discussing significance.

The examples are good formats.

Be sure to list the year or number of years involved.



You can format this section in many different ways. It may help to categorize your activities:

- School
- Church
- Work
- Band
- Athletics
- Junior Breed associations
- Other groups/associations/clubs

Or you can organize them by:

- Leadership
- Activities
- Service
- Honors
- Work Experience
- Etc.

SECTION VI: RECORD OF EXPERIENCE

OUTSIDE OF 4-H LEADERSHIP ACTIVITIES, HONORS, WORK EXPERIENCE, VOLUNTEER/COMMUNITY SERVICE: Describe how you spent time outside of your 4-H activities, why you devoted time to a particular activity, the impact the activity had on your personal development, and how it benefitted other people. List leadership roles outside of 4-H (include school, church, other youth groups, etc). **DO NOT ADD ADDITIONAL PAGES BY EXCEEDING THE AMOUNT OF ROOM PROVIDED. DO NOT ALLOW INFORMATION TO EXTEND ONTO THE NEXT PAGE.**

LEADERSHIP			
YEAR	POSITION	ORGANIZATION	PERSONAL DEVELOPMENT/IMPACT
2007	Chairman	Senior Class Homecoming Float	These leadership roles represent peer recognition of being a responsible person. I have learned to be a leader even if not elected to offices for which I have run. I know I can still lead by example and be a player and not a spectator in the game of life. I have given first aid to the football and baseball players to keep them in the game. The senior float showed our class spirit to other classes and the public.
2004-2007	Manager/Trainer	Varsity Football and Baseball	
2006	THS Representative	HOBY Leadership Conference	
2007	Texas Delegate	Rural Electric Cooperative	
2006-2007	Scrapbook Chairman	Future Teachers of America	

ACTIVITIES			
YEAR	ROLE	ORGANIZATION	PERSONAL DEVELOPMENT/IMPACT
2002-2008	Member	First Baptist Church & Youth	Being involved in various organizations afforded me the opportunity to work with different sponsors and students. I learned that formulating group goals can be more challenging than setting individual goals. My church group gave children a clean playground area. My FFA speech educated others on wind energy in our area. The FTA concession stand served snacks to football game fans.
2004-2008	Member	THS Future Farmers of America	
2007-2008	Member	THS Future Teachers of America	
2006-2008	Member	THS National Honor Society	
2004-2005	Member	THS Varsity Golf Team	
2004-2008	Member/Captain	FFA Speech Team	
2004-2005	Member	Fellowship of Christian Athletes	

COMMUNITY SERVICE			
YEAR	ROLE	ORGANIZATION	PERSONAL DEVELOPMENT/IMPACT
2006-2007	Participant	Good Shepherd Can Food Drive For Needy At Thanksgiving	Community service roles represent my ability to identify a need and to accept responsibility when asked to do a job. I have learned one random act of kindness can be far-reaching. I have always come away with a feeling of humility and satisfaction after all my community service activities. I am proud to be a volunteer and doing my part to make a difference and be a steward of my community. The food and gifts for others made for a better holiday experience. I have ensured a healthy diet by buying groceries for an elderly lady. Serving high school seniors breakfast gave tribute to their success. Teaching children Bible stories gave them guidance and faith for their lives.
1999-2008	Youth Buddy	Adopt a Grandmother Program	
2000-2007	Participant	Franklin Graham Christmas Operation Shoe Box	
2005-2007	Delivery person	Omicron Study Club Flower Fundraiser	
2006-2008	Grocery shopper	Shut-in Elderly Person	
2005-2006	Server	FBC High School Senior Breakfast	
2004-2005	Participant	FBC Kitchen Towel Drive	
2005-2006	Teacher	FBC Sunday School and VBS	

HONORS		
YEAR	AWARDS	PERSONAL DEVELOPMENT/IMPACT
2004-2008	High School Academic Excellence Award (Top 5%)	My academic honors are particularly special to me because they represent my academic perseverance as well as personal achievement. My FFA speech experiences have aided in my public speaking skills. Being named Football Queen was a big honor because this honor was voted on by the football team. This showed their recognition of my support for the team over the last four years.
2004-2008	Academic Excellence Honor Roll	
2006-2007	Perfect Attendance Award	
2007	Electric Cooperative Speech Winner	
2004-2007	Area FFA Speech Qualifier	
2006-2007	TAKS test commended performance	
2007	Homecoming Football Queen	

WORK EXPERIENCE			
YEAR	ROLE	ORGANIZATION	PERSONAL DEVELOPMENT/IMPACT
2005-2008	Clerical	Brown's Power & Equipment Inc.	I learned that a person becomes a valued employee by doing more than is asked or expected. I also learned valuable business skills that will be an asset in my career.
1999-2008	Babysitter	Tori Marnell and Calley Runnels	
2003-2008	Catering waitress	Mitch's Grill	

ATTACHMENT G: PERSONAL NARRATIVE

Write or type a personal narrative about yourself, highlighting any important facts and information you believe the selection committee should know when considering your application. This would include such things as your history in 4-H, any personal obstacles you have overcome, the greatest thing you will take from 4-H, and how 4-H will help you in the future. Do not repeat any information already contained in the application. **DO NOT ADD ADDITIONAL PAGES BY EXCEEDING THE AMOUNT OF ROOM PROVIDED. DO NOT ALLOW INFORMATION TO EXTEND ON TO THE NEXT PAGE.**



This section needs to be essay/paragraph form.

- Minimum 10 point font.
- Use Times New Roman, Arial, Calibri, or something very easy to read.
- Do not add additional pages.
- Must be typed or computer generated. Cannot be handwritten.
- Check for spelling, grammar, punctuation, etc.
- Have someone else proofread your application. **SEVERAL TIMES!**
- To make this a great narrative: You need to write it and edit it several times!!!
- Recommended to complete the rest of the applications prior to writing this narrative, so as not to repeat yourself.

This is where you share some personal information about yourself. What would the committee like to hear about you? Try not to repeat information already included in application.

- What has 4-H meant to you?
- How has it influenced you?
- What life skills have you've learned that you can take with you into the future?
- How long have you been in 4-H?
- Do you have any personal obstacles that the committee should be aware of?
- Interesting 4-H experiences?
- How can you make your story stand out from everyone else's stories?

Write creatively or share a personal story! It helps the judges remember your application better.

ATTACHMENT H: CAREER NARRATIVE

Describe how you have prepared yourself to have an awareness of and an understanding about career(s) applicable to the degree or technical certificate you wish to pursue. Type of information you may provide include:

- Visits to college/universities and conversations with personnel at those institutions.
- Investigations of job/career opportunities and availability
- Persons/experiences that have influenced you to pursue the degree/certification you have indicated.
- How you decided to pursue a technical certification versus baccalaureate or vice-versa.

DO NOT ADD ADDITIONAL PAGES BY EXCEEDING THE AMOUNT OF ROOM PROVIDED. DO NOT ALLOW INFORMATION TO EXTEND ON TO THE NEXT PAGE.



This section needs to be essay/paragraph form.

- Minimum 10 point font.
- Use Times New Roman, Arial, Calibri, or something very easy to read.
- Do not add additional pages.
- Must be typed or computer generated. Cannot be handwritten.
- Check for spelling, grammar, punctuation, etc.
- Have someone else proofread your application. **SEVERAL TIMES!**
- To make this a great narrative: You need to write it and edit it several times!!!
- Recommended to complete the rest of the applications prior to writing this narrative, so as not to repeat yourself.

This is where you tell the committee about what you want to do in the future.

- Why did you choose baccalaureate or technical?
- What will your degree be?
- Where are you wanting/planning to go to college?
- Why that school?
- What do you want your career to be?
- What/Who influenced your career choice?
- Have you investigated that career choice? What did you find out?
- Have you visited any colleges/universities?
- Other interesting information?

Write creatively or share a personal story! It helps the judges remember your application better.

ATTACHMENT I: COURAGEOUS HEART NARRATIVE

Please provide a detailed narrative of the obstacles that you have, or are in the process of, overcoming. Please include how long you have been dealing with the obstacle, person(s) who has helped you through your situation, how has 4-H played a positive role in overcoming your obstacle, etc. This narrative should include details about family situations such as: care of family members, medical (personal or family), learning disabilities, family financial burdens, etc. The more complete the essay, the better the judges can evaluate your need.



THESE PAGES ARE FOR COURAGEOUS HEART APPLICANTS ONLY.

This narrative should tell what your obstacle has been and how you have overcome that obstacle while remaining active in the 4-H program. Has 4-H been a part of you being able to overcome that obstacle? What did you do in 4-H despite this obstacle? Tell us your story!

If you apply for Courageous Heart, you may not apply for the Baccalaureate or Technical Scholarship.

If you are applying for the baccalaureate or technical scholarship, you can pull these two pages out of your application.

Also attach three letters of recommendation from non-relatives.

Only Courageous Heart applicants need to attach the letters of recommendation.

Make sure the letters of recommendation address the obstacle and how the 4-H member has overcome or succeeded despite these obstacles.



ATTACHMENT J: REFERENCE LIST

Please provide the name, address, phone number, and email of three references for this applicant. These references should also provide a letter of recommendation in support of this application.

Recommendation letters should provide detailed information on the obstacle, how the applicant has overcome the described obstacle and continued to be successful in their 4-H career and education, along with specific reasons the applicant should be considered for the Courageous Heart Scholarship.

Letters of recommendation should be a maximum of one page in length. Letters **MUST BE INCLUDED** with the application but addressed to:

**Texas 4-H Youth Development Foundation
Scholarship Selection Committee
PO Box 11020
College Station, Texas 77842**

First & Last Name	Address City, State, Zip	Phone Number(s), Email, and Relation to Applicant (example: Teacher, County Agent, Family Friend, etc)
		Home Phone Number: Work Phone Number: Cellular Phone Number: Email Address: Relation to Applicant:
		Home Phone Number: Work Phone Number: Cellular Phone Number: Email Address: Relation to Applicant:
		Home Phone Number: Work Phone Number: Cellular Phone Number: Email Address: Relation to Applicant:

ATTACHMENT I: ACKNOWLEDGEMENT OF INTEGRITY, PARTICIPATION, AND CERTIFICATION

I, the undersigned, certify that the information contained herein is complete, correct and truthfully reflects my personal, 4-H, and academic background and records. I agree that, if any information contained herein is found to be falsified in any way, my application will automatically become null and void and any awarded scholarship(s) revoked.

I hereby authorize any person, firm or entity to release to the Texas 4-H Youth Development Foundation, or their authorized representatives, information concerning the subject matter of the statements I have made in this application, including, but not limited to, information concerning my academic record, activities, honors and awards, citizenship or residency, and financial situation. A copy of this authorization is agreed by the undersigned to have the same effect and force as an original. Any person, firm or entity releasing matters pursuant to this authorization is hereby absolved from any liability.

Furthermore, as an applicant for a Texas 4-H Opportunity Scholarship, I agree that I will fully participate in all activities and functions related to being considered for, honored, and/or recognized as a Texas 4-H Scholar. This includes my full participation in the interviews, scholarship assembly, and scholarship banquets. I acknowledge that failure to participate, from any, or all, scholarship activities will result in no further consideration, awarding, or payment if chosen as a 4-H Scholar. If you believe there are exceptional or extenuating circumstances which preclude you from attending these events, you may submit a written appeal with the Texas 4-H Foundation Executive Director by Friday, May 17. All exceptions must be approved by the Texas 4-H Youth Development Program and the Texas 4-H Youth Development Foundation.

Included with this application are the following attachments that have been reviewed by applicant and parent/guardian and are correct.

APPLICANT

**PARENT/
GUARDIAN**

STATEMENT



Student Aid Report (SAR) from the FAFSA Enclosed – must be complete and correct with no errors.*

Official High School Transcript*

Official SAT/ACT scores either printed on transcript or included with the Scholastic Record.**

Signature of Applicant

Date

Signature of Parent/Guardian

Date

*It is the responsibility of the applicant and parent/guardian(s) to review the FAFSA Student Aid Report (SAR) and High School Transcript before submitting with your application.

**Only required for Baccalaureate applicants.

Don't forget the attachments:

- ✓ FAFSA SAR (all the pages)
- ✓ Transcript
- ✓ SAT/ACT scores (or they can be officially listed on transcript)

Double check:

- ✓ All blanks are complete
- ✓ Signatures/Initials were appropriate
- ✓ Individual Scholastic Record is complete/accurate and signed
 - GPA on 100-point scale, unweighted
 - Test scores listed on this page match the test scores on attached transcript or documentation
- ✓ Transcript is *yours* and is *accurate*!