



# SUCCESS STORY WORKSHEET

## Agriculture: Breeding Animals

Name: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_ County: \_\_\_\_\_

Map Title: \_\_\_\_\_ Program Plan: \_\_\_\_\_

**Significant Accomplishment:** Briefly describe the situation or issue that led to the development of this program. When appropriate, identify information sources where situational data was obtained.

---

---

**Importance of the Program:** State the importance of the program, as if relaying a message to stakeholders (e.g., clientele, decision-maker).

- Livestock and livestock products account for about half of Kentucky’s farm income. Therefore, the role of livestock and livestock projects in the Kentucky 4-H curriculum is fundamentally important. Youth must understand the role of agriculture in their daily lives, and the importance of livestock and livestock products in the type, kind and quality of the foods that they eat.
- A working knowledge and mastery of the science of genetics, nutrition, management, handling and environment in relation to the youth food animal projects plays a critical role in the success of producing safe and wholesome food products for consumers.
- Youth who enroll in food animal projects, must ensure that the products from their 4-H food animals are safe for consumers, and that their actions inspire general public and consumer confidence in assuring that their animal projects are well-cared-for and ultimately provide quality food products.

Kuber, P. & Miller, L. (no date). Assuring quality care for animals. Ohio State University Extension Fact Sheet. [On-line]. Available at: <http://agmr.osu.edu/qualitycareforanimals>

**Inputs-Role of Extension:** State the role of Extension (e.g., presenter, educator, sponsor, collaboration, facilitator, advisor).

---

**Outputs-educational methods, activities and audience (What was done?):** What are the educational methods, activities, resources used, number of persons and characteristics of the audience?

- Method, activity and/or resources used: \_\_\_\_\_
- Number attending: \_\_\_\_\_
- Target Audience (i.e., characteristics): \_\_\_\_\_

**Evaluation Methods:** How did you gather information to determine if anything happened (Pre and post-tests, questionnaire, focus group, testimonial, etc.)?

---

**Outcomes/Impact (So What?)** Determine the HIGHEST level of impact (initial, intermediate, or long-term outcome) the program had on individuals, families, groups and/or society.

**Initial Outcome** – Learning that results from participation – **KOSA** – What knowledge, opinions, skills, and/or aspirations have people gained as a result of this program? Initial outcomes are seen as prerequisites to action taken (e.g., behavioral or practice change).

---

---

**Intermediate Outcome** – Actions that result from learning– What practices, behaviors or choices do individuals now exhibit as a result of participating in this program. These **behavior** or **practice changes** logically occur prior to seeing the effects of long-term outcomes.

---

---

**Long-term Outcome** – Conditions that change as a result of action– **SEEC**– What changes in social, economic or environmental conditions have occurred as a result of this program? How have individuals, families and communities been assisted in learning and changing their behaviors/practices? How are they currently “helping themselves” as a result of Extension programming?

---

---

**Write a 6-8 sentence description of this accomplishment in the form of a Success Story.**

---

---

---

---

---

---

---

---

---

---

Adapted from Jacobs, C. , Stamper, C., & Davis, J. (2010, June). *Writing impact statements*. University of Kentucky Cooperative Extension Service.