

## SUCCESS STORY WORKSHEET – Family & Consumer Sciences

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.

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

### Child Care

- What happens to children during the first 18 years of life shapes the adults they become. According to 2014 Kentucky Kids Count, “In recent decades, research has illuminated how stress at home, in the community, or at school can change the course of a child’s development even into adulthood, damaging health and shortening lifespans.”<sup>1</sup> (Source: Kentucky KIDS COUNT County Data Book, 2014)
- Adverse childhood experiences such as abuse, neglect, family violence, abuse of drugs or alcohol, mental illness, incarceration of family member and parental separation or divorce, not only take a significant toll on the children and family, they also strain the community’s resources. Considering the direct costs such as health care, child welfare services and law enforcement, and the indirect costs such as special education, criminal justice system, and homelessness, the economic impact is staggering.<sup>2</sup> (Source: Kentucky KIDS COUNT County Data Book, 2014)

In Kentucky, 55.3% of children experience 1 or more adverse childhood experiences in their lifetime. That’s higher than the national average of 47.9%. <sup>3</sup> (Source U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau)

- To address adverse childhood experiences, Kentucky can create safe, stable, and nurturing environments that shield children from adverse stressors and their long-term negative effects.<sup>4</sup> (Source: Kentucky KIDS COUNT County Data Book, 2014)
- According to 2014 Kentucky Kids Count, there are sixteen key indicators of child-well-being. Among those statistics, 26 % of Kentucky children live in poverty; of those, 41% live in high-poverty areas. The median family income for households with children is \$52,500. In terms of education, 51% of kindergarteners are not ready to learn and 14% of high students do not graduate on time.<sup>5</sup> (Source: Kentucky KIDS COUNT County Data Book, 2014)

- The need for quality child care is evident by the fact that 85% of the workforce in 2010 consisted of working parents, with working mothers outnumbering working fathers.  
*(Source: National Child Care Association, 2010)*
- In 2011, 65% of children under age 18 in Kentucky lived in married-couple households, 8% lived in father only households, and 27% lived in mother only households.  
*(Source: U.S. Census Bureau and reported in KIDS COUNT 2013)*
- Unstable and unhealthy relationships, unemployment, and poverty are unhealthy factors that can occur in many Kentucky families that can put childhood development at risk. Nationally, 41% of all babies born today are born into families of unmarried parents. Studies show that while most fathers want to help raise the child, most co-habiting parental relationships do not last. This causes instability for the child and more likely will result in less positive early developmental outcomes.  
*(Source: Fragile Families and Child Wellbeing Study Fact Sheet, 2008)*
- In 2009, 20% of all live births in Kentucky were to women with no high school degree or GED.  
*(Source: KY Cabinet for Health and Family Services, Vital Statistics Branch, processed by the KY State Data Center, 2009.)*

### **Clothing & Textiles**

- The scope and severity of eating disorders is not always understood. In a national study referenced on the website of National Eating Disorders Association, four out of ten people reported that they either suffered or have known someone who has suffered from an eating disorder.<sup>7</sup>  
*(Source: National Eating Disorders Association Website)*
- In a study of fifth graders, 10 year old girls and boys told researchers that they were dissatisfied with their own bodies after watching popular music videos or television.  
*(National Institute on Media and the Family, 2012)*
- 31 % of teens have at least one body part which they would like to change.  
*(December 2012 Survey, Stage of Life Teen Trends)*
- *“Sewing is a discipline that helps develop self-esteem, confidence, focus, patience, fine motor skills, problem solving, process thinking and visualization. Additionally, sewing encourages creative ability.”*  
*(The Creative Art of Sewing; www. NorthJersey.com; September 13, 2012.)*

### **Consumer/Financial Education**

- Recent years of tough economic times have increased awareness of the need for financial literacy; however, Americans still have a long way to go toward making improvements. In 2014, the Jump\$tart Coalition compiled a series of statistics that state that even though youth intend to work and save dollars, more students have increased 36% from the previous years of student and credit card debt.
- Youth are not getting the financial education which they will need for adulthood. According to the 2008 results of the Jump \$tart Coalition Survey among 12<sup>th</sup> grade students received only an average score of 48.3% average on financial literacy testing.  
*(2008 Jump \$tart Coalition Survey Results)*
- **40%** of teen girls think that their parents should bail them out of a tough money situation, no matter how old they are.  
*(2009 survey completed by Bank of America and Seventeen)*

## Food/Nutrition

- In 2011, results of the *Health and Well-being of Children: A Portrait of States and the Nation* study reported that 35.7% of Kentucky youth (ages 10-17) are overweight or obese. That's higher than the national average of 31.3%.<sup>8</sup> (Source: U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau)
- In 2010, 19% of children under age 18 were living in households that were food insecure at some point during the year. *(Source: KIDS COUNT Data Center, 2010)*
- Adolescents who live in households that struggle to afford food are more likely than others to be overweight. Teens who are "food insecure" - that is, who are regularly unable to get enough to eat due to economic difficulties - reported eating behaviors associated with obesity. *(Project EAT from University of Minnesota Medical School 2009)*
- In 2007, 40% of males and 34% of female in the age group 10-17 were overweight or obese. *(Source: KIDS COUNT 2007)*
- According to the American Heart Association, teaching youth how to prepare their own food will give them a skill they can use for a lifetime, they will be more likely to eat healthier as adults, and build self-confidence. *(Cooking With Your Children; Web MD; May 30, 2008.)*
- In school year 2011-12, 58% of students in Kentucky were eligible for free or reduced-price meals. *(Source: Kentucky Department of Education and reported in KIDS COUNT)*
- A variety of studies have been done on the importance of family dinners. According to WebMD writer Jeanie Lerche Davis, when the findings are totaled, these results tend to occur:
  - Everyone eats healthier meals.
  - Kids are less likely to become overweight or obese.
  - Kids are more likely to stay away from cigarettes.
  - Kids are less likely to drink alcohol.
  - Kids won't likely try marijuana.
  - Kids are less likely to use illicit drugs.
  - Friends won't likely abuse prescription drugs.
  - School grades will be better.
  - Parents and kids will talk more.
  - Parents will be more likely to hear about a serious problem.
  - Kids will feel like parents are proud of them.
  - There will be less stress and tension at home.

## Home Environment

- Abraham H. Maslow introduced the concept of a hierarchy of needs back in 1943. The hierarchy suggests that people are motivated to fulfill their basic physiological needs, before proceeding through rising levels of need—safety & security, love/belonging, self-esteem, to self-actualization. 4-H Home Environment projects nurture the fulfillment of these needs within the home.
- The Search Institute's 2012 study, "The American Family Assets Study," shows that all kinds of families can be stronger by paying attention to how they build strong relationships, set routines and expectations, deal with challenges in healthy ways, and develop deep connections to their communities. Outcomes like academic performance, civic engagement and healthy lifestyles are directly related to the level of "Family Assets"—assets are categorized as relationships, interactions, opportunities, and values. The more

strengths possessed by the family, the more positive outcomes will result for both the children and the parents. (Source: Search Institute, on Family Well-Being, downloaded 8-7-2013 at <http://www.search-institute.org/research/family-well-being>)

### **Workforce Preparation & Career Exploration**

- In 2011, 37% of Kentucky youth live in a family where no parent has full-time, year-round employment. (Source: National KIDS COUNT, 2013)
- In 2011, the number of youth ages 16-19 who are not attending school and not working was 18,000. (Source: National KIDS COUNT 2013)
- "The current economy has produced a bad job market for teens. Teen employment is down to a 37-year low." (Source: Andrew Sum, director of the Center for Labor Market Studies at Northeastern University)
- **3.2%** of jobs in America go to teenage workers. However, the teen unemployment rate neared 28% in October of 2009 - the highest recorded since the Federal Government began tracking it (and this is nearly triple the 10% rate for all workers). (Source: Bureau of Labor Statistics / TIME Jan.18 2010 issue)
- In school year 2011-12, 47.2 % of high school students met the standards of preparedness for college or career. (Source: Kids Count Data Center, Kentucky Department of Education website; downloaded 7-28-2013)
- Many youth are enrolling in colleges and universities at record levels with an increase of over 40.1% since 2000. More youth are preparing for their future through work force preparation and entrepreneurship. (Source: Kentucky Council on Post-Secondary Education, 2010)

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

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**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-test, post-test, survey, focus group, testimonial, etc.)?

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**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).

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**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.

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**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?

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

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

**References:**

- <sup>1</sup> Kentucky Youth Advocates (2014). KIDS COUNT County Data Book. Available at [file:///C:/Users/mwelch/Downloads/2014\\_KidsCount\\_FINAL.pdf](file:///C:/Users/mwelch/Downloads/2014_KidsCount_FINAL.pdf). Accessed April 2, 2015, 9.
- <sup>2</sup> Kentucky Youth Advocates (2014). KIDS COUNT County Data Book. Available at [file:///C:/Users/mwelch/Downloads/2014\\_KidsCount\\_FINAL.pdf](file:///C:/Users/mwelch/Downloads/2014_KidsCount_FINAL.pdf). Accessed April 2, 2015, 13.
- <sup>3</sup> U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, The Health and Well-Being of Children: A Portrait of States and the Nation, 2011-2012. Rockville, Maryland: U.S. Department of Health and Human Services, 2014. Available at: <http://mchb.hrsa.gov/nsch/2011-12/health/state/kentucky.html> . Accessed April 4, 2015

- <sup>4</sup> Kentucky Youth Advocates (2014). KIDS COUNT County Data Book. Available at [file:///C:/Users/mwelch/Downloads/2014\\_KidsCount\\_FINAL.pdf](file:///C:/Users/mwelch/Downloads/2014_KidsCount_FINAL.pdf). Accessed April 2, 2015, 14.
- <sup>5</sup> Kentucky Youth Advocates (2014). KIDS COUNT County Data Book. Available at [file:///C:/Users/mwelch/Downloads/2014\\_KidsCount\\_FINAL.pdf](file:///C:/Users/mwelch/Downloads/2014_KidsCount_FINAL.pdf). Accessed April 2, 2015, 22-27.
- <sup>7</sup> "Eating disorders affect us all." "The Challenge," National Eating Disorders Association website: <https://www.nationaleatingdisorders.org/eating-disorders-affect-us-all>. Accessed April 2, 2015
- <sup>8</sup> U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, The Health and Well-Being of Children: A Portrait of States and the Nation, 2011-2012. Rockville, Maryland: U.S. Department of Health and Human Services, 2014.