



SUCCESS STORY WORKSHEET

4-H Science, Engineering, and Technology

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).

Recent findings from the *4-H Study of Positive Youth Development (Lerner, Richard, Tufts University)* indicate that there is a link between Positive Youth Development (PYD) and minimizing risk/problem behaviors¹ and the developmental assets associated with youth programs – especially programs that go beyond simple extracurricular activities to focus specifically on promoting youth development. The “Big Three” features of effective youth-serving programs are:

- Positive and sustained relationships between youth and adults
- Activities that build important life skills
- Opportunities for children to use these life skills as both participants and as leaders in valued community activities.

¹ Lerner, R. M. (2005, September). *Promoting Positive Youth Development: Theoretical and Empirical Bases*. White paper prepared for the Workshop on the Science of Adolescent Health and Development, National Research Council/Institute of Medicine. Washington, DC: National Academies of Science.

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-test, post-test, survey, 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.
