

SUCCESS STORY WORKSHEET – Communications & Expressive Arts

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).

Providing youth with the ability to enhance and develop communication skills is of great importance in Kentucky. The development of communications skills is one of the preeminent skills necessary to grow as an individual, a community member and a leader. Using age appropriate activities selected from the approved Kentucky 4-H Communications & Expressive Arts Curriculum, educators can maximize the ability of youth to develop their writing, reading and personal communication capacities. This in turn creates a solid foundation for positive youth development (Jones, K. R. 2006)

Strong writing, reading and presentation skills present youth with the dexterity of being good communicators as well as allowing them to form receptive relationships with peers and adults. When young people are confident and capable in presenting their thoughts and feelings they are more likely to accept roles of responsibility in their communities and enhance their contribution to society. This development of internal and external assets, as researched by the *Search Institutes* "The 40 Developmental Assets" helps to develop youth into competent, caring and contributing adults. (Jones, K.R. 2006)

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.

