



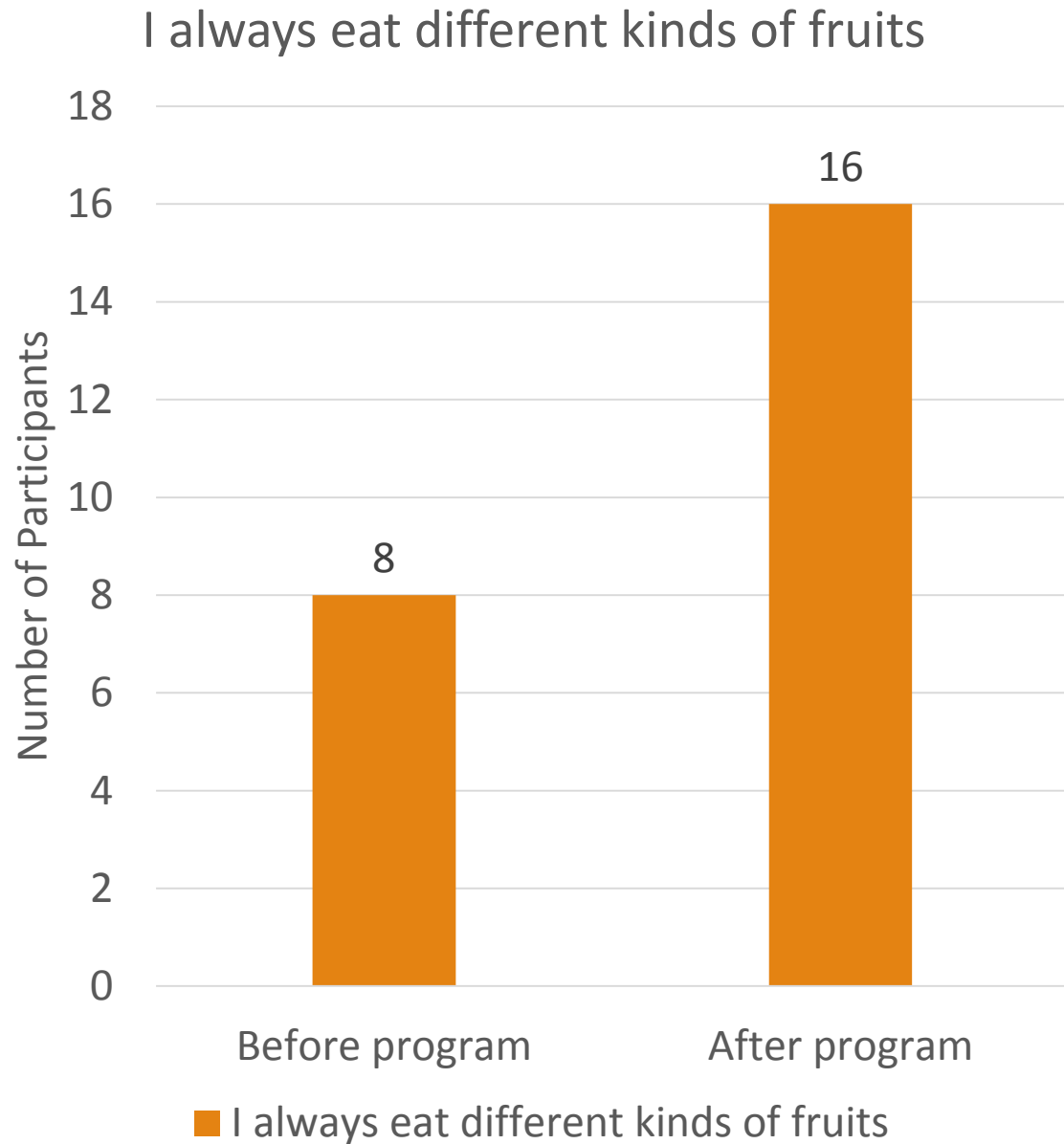
Success Stories

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PFT: NUTRITION, FOOD SAFETY, AND HEALTH

FAMILY AND CONSUMER SCIENCES

KANSAS STATE RESEARCH AND EXTENSION



I taught Eat Smart, Live Strong Nutrition Education for four sessions at an Older Adult Day Care center in 2016. The program was very well received and I was invited to teach the same curriculum again this year.

A participant from last year told me that she actually tried new kind of fruit such as cantaloupe and melon ever since she attended my program. She said she used to eat only banana because she only liked it and it was cheap. She didn't realize melon and cantaloupe could be cheap too and she is loving them!

Engaging

Memorable

Why write success stories?

ENGAGE YOU, YOUR CURRENT AND POTENTIAL PARTICIPANTS, COMMUNITIES, PARTNERS, FUNDERS, SNAP-ED AGENTS, SNAP-ED EDUCATORS, AND THE SNAP-ED TEAM AT K-STATE.

What are success stories?

SUCCESS STORIES ARE ABOUT THE PROGRESS YOU MADE AND ACCOMPLISHMENTS OF SNAP-ED PARTICIPANTS/COMMUNITIES DUE TO YOUR DIRECT EDUCATION OR PSE EFFORTS.

Success Stories - Partnership

Your SNAP-Ed direct education or PSE efforts are in very early stage. You are also building relationships with stakeholders.



Success Stories - Partnership

Possible scenarios:

You may have a hard time recruiting participants to come to your series of education. After you and your team make some efforts, participants are coming to the series of education regularly.

You may have a hard time to establish partnership with your communities. After you and your team make some efforts, a coalition is formed.

An example of a partnership success story may look like this:

Last year, I have a had time trying to establish partnership to improve food access in my county. Some of the stakeholders such as County Farm Bureaus and Chamber of Commerce were not interested. However, residents in communities were really concerned, so we started to form a group and identify our goal.

To start with, we used our existing relationship to connect with stakeholders to find out why they were so hesitant. As it turned out, stakeholders were concerned about the level of involvement and financial resources that they needed to provide if they partnered with us. We managed to convince the stakeholders to come on board by having persistent communication and clarifying their roles in tackling the problem.

Finally, for this year, stakeholders at our communities are on board with the residents and us. We are on the planning phase to figure out what needs to be done.

Success Stories – Behavior changes

Your SNAP-Ed direct education or PSE efforts are up and running. You may be getting some stories of how SNAP-Ed participants or communities have behavior changes.



Success Stories – Behavior changes

Possible scenarios:

A family of four planted a home garden and ate more fruits and vegetables because of your gardening program.

Your program about food resource management has prevented some of your participants from running out of food at the end of the month.

A school coalition that you participate decides to ban unhealthy snacks in vending machines which results in increase healthy snacks consumption by students and teachers.

How to write success stories?

WRITE FOR YOUR READERS, NOT FOR YOURSELF.

ENGAGE YOU, YOUR CURRENT AND POTENTIAL PARTICIPANTS, COMMUNITIES, PARTNERS, FUNDERS, SNAP-ED AGENTS, SNAP-ED EDUCATORS AND THE SNAP-ED TEAM AT K-STATE.

Elements of success stories

SNAP-Ed programming goals

Basic demographic information

- Numbers of participants and others involved

Duration of the stories

You and your teams' role in creating the success

Relevant quotes, pictures, and recordings

Let's look at two
examples

Success story #1

Title: Big Lakes School District

Body: Students, teachers, parents, and friends of students tell me they really appreciate the nutrition program that is presented at their school district. Parents also have made changes to the snacks they provide for their children. The nutrition program has proved to be very successful.

Background: Big Lakes School District. 3rd -5th graders.

Success story #2

Title: Parents packed healthier snacks for their kids after SNAP-Ed programming

Body: Students, teachers, parents, relatives and friends of students tell me they really appreciate the nutrition program that is presented at their school district. Based on feedback from 3rd grade teachers, roughly 20 parents have made changes to the snacks they provide for their children at home, and also when bringing snacks to school for birthday and holiday treats. They have been doing it for roughly 6 months after the end of program. The nutrition program has affected parents making healthy choices because of our programming efforts.

Background: During the school year I have presented the Show Me Nutrition (for 5 sessions, half an hour for each session) to 3rd to 5th graders in the Big Lakes School. There were total of 41 participants.

Associated Program Activity: Big Lake School District

Quote: “My kid told me about the nutrition program that she learned in her classroom. I also read the newsletter and I learned so much. I am very grateful for the program that was provided and I started to pack nuts and fruits for my daughter instead of candy bars. She likes them!”

PEARS



Add Success Story ?

Impact report

Link this Success Story to one of your Impact Reports.

Program

Link this Success Story to one of your Program Activities.

Program area *

Unit *

Title *

Body *

B *I* U ↶ ↷ *I*_x ☰ ☷ 🔗 📄

What impact did your program or project have on the participants? Provide specific details, observations, and/or testimonials from participants. Conclude with a synthesis of the information provided and clarify what it is you want readers to take away from this success story.

Favorite quote

B *I* U ↶ ↷ *I*_x ☰ ☷ 🔗 📄

Background *

B *I* U ↶ ↷ *I_x* ☰ ☷ 🔗 📅

Tell us about the program or project. Include information such as setting, target audience, curricula used, number of sessions, and partnerships involved.

Keywords

Priority indicators *

× Healthy Eating Behaviors (MT1)

Focus areas *

- Food Choices
- Physical Activity
- Energy Balance
- Food Security
- Food Safety
- Food Resource Management

Socioecological frameworks *

- Individual/Family
- Environmental Setting
- Sectors of Influence
- Social and Cultural Norms and Values

Approaches *

- Individual or group-based nutrition education
- Comprehensive multi-level interventions
- Community and public health approaches

Attachments

[+ Add files ...](#)

Activity time!

CREATE YOUR OWN SUCCESS STORIES

Think of your past and current programs. Is there a story that you remember? Using information that you just heard, write one success story. You can also write it in PEARS. Share with a person beside you.

Collection of success stories

HOW WOULD YOU AND YOUR TEAM COLLECT SUCCESS STORIES?

Guidelines for collection

There are no set rules of how many success stories should be collected.

Stories may be collected at some program activities, not all.

Stories may be collected at a particular time frame (for example every 3 months...).

Stories may be offered voluntarily by participants or others.

You and your team may have the best judgement on how to collect success stories systematically.

Title of Lesson



Site:

Date of Lesson:

Educator:

Lesson # in Series:

Length of Lesson: Minutes

Name	Note to instructor
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

K-STATE
Research and Extension



Success Story

The SNAP-Ed agents or educators think you have a story to tell. We want to hear it!

Tell us what you or your communities have done. You or they may be eating more fruits and vegetables, exercise more, or other. You can give us quotes you have heard from others.

If we use your success story, we will not use your name. We may change some sentences but we will try to stay as close as to your story as possible.



Links: <https://www.he.k-state.edu/fnp/program-management/impact-eval-forms/Success-Story-Form-for-participants.docx>

Activity time!

GET TOGETHER WITH YOUR TEAM TO DISCUSS HOW YOU WOULD COLLECT SUCCESS STORIES GIVEN THE TIME AND RESOURCES YOU HAVE.

References

Lavinghouze R, Price A. *Impact and Value: Telling Your Program's Story*. Atlanta, Georgia; 2007.

Questions

Getting to Know You Form

[HTTPS://WWW.HE.K-STATE.EDU/FNP/PROGRAM-MANAGEMENT/IMPACT-EVAL-FORMS/INFORMATION-SHEET-FOR-GETTING-TO-KNOW-YOU-FORM-02-2017.PDF](https://www.he.k-state.edu/fnp/program-management/impact-eval-forms/information-sheet-for-getting-to-know-you-form-02-2017.pdf)