

V(A). Planned Program (Summary)

Program # 13

1. Name of the Planned Program

4-H/Youth Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
608	Community Resource Planning and Development	5%			
724	Healthy Lifestyle	5%			
801	Individual and Family Resource Management	5%			
802	Human Development and Family Well-Being	15%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%			
806	Youth Development	65%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	2.6	0.0	0.0	0.0
Actual	2.6	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
75259	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
90000	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Developed 4-H web page, newsletter, materials, workshops, presentations and demonstrations that provide information about 4-H/Youth Development opportunities. Set up 4-H information booths at World Food Day, St. Thomas/St. John Agriculture and Food Fair, and the V.I. Agriculture and Food Fair (St. Croix).

- Provided orientation, training for teen and adult volunteers, and 4-H members to effectively work with club officers and program committees.
 - Conducted parenting workshops to assist parents in developing nurturing relationships with their children, improving communications and supporting their development as a whole child.

- Utilized multi-media outlets to promote 4-H/Youth Development programs to attract potential youth.

- Facilitated formation of program/project development committees charged with reviewing needs assessment, prioritized program initiatives within designated interest clusters, identifying potential volunteers, identifying program resources, serving as trainers, mentors and evaluators, and acting as 4-H program advocates.

- Collaborated with government departments, non-profit agencies, community-based programs and foundations, and special interest groups to support 4-H program/project development.

- Oriented, trained and utilized collegiate 4-H members and teens as vibrant, dynamic and competent leaders.

- Established a 4-H Honor Club program to encourage active involvement in all aspects of the 4-H program.

- Ensured that all 4-H units fulfill 4-H Club Charter guidelines as promulgated by the National 4-H Office.

2. Brief description of the target audience

- School-aged youth residing in the Virgin Islands,
- Current and newly recruited 4-H volunteer leaders,
- Public and non-public high school students needing community service hours to fulfill graduation requirements,
- Clientele and staff being served through fellow UVI, CES and AES programs.
- Parents of current 4-H club members and summer program participants.
- UVI students,
- Youth and adults (general public) responding to multi-media 4-H volunteer campaign,
- Youth and adults indicated interest in 4-H volunteer leadership at World Food Day and fairs.
- Departments, agencies, clubs, and programs working with 4-H.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	400	2500	1500	5000
Actual	459	2600	2000	6050

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	0	0	
Actual	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of print media tools such as web pages, newsletters, brochures and fact sheets promulgated

Year	Target	Actual
2010	5	4

Output #2

Output Measure

- Number of workshops, presentations and demonstrations conducted

Year	Target	Actual
2010	25	32

Output #3

Output Measure

- Number youth and adult volunteer leaders, and 4-H members trained in club leadership, organization and management

Year	Target	Actual
2010	80	40

Output #4

Output Measure

- Number of partnerships, collaborations or cooperative agreements formed

Year	Target	Actual
2010	5	3

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of children enrolled and reported on ES-237 as 4-H members in organized clubs, special interest or short-term projects groups and school enrichment programs
2	Percentage of units fulfilling 4-H charter guidelines and receiving official charters
3	Number of youth enrolled in special interest or short-term projects formed as a result of program development committee work groups
4	Percentage of clubs adopting, implementing or utilizing effective leadership strategies
5	Percentage increase in male enrollment
6	Percentage of youth adopting leadership and life skills
7	Percentage of clubs or units engaging in community service activities
8	Number of 4-H members volunteering to serve as club officers, committee members, junior leaders or teen leaders, or advisory council representatives
9	Number of youth demonstrating knowledge gained, skills learned, positive attitudes adopted by taking part in fairs, 4-H Project Expo and other events designed to showcase individual achievement and accomplishments
10	Percentage of youth reporting an increase in decision-making skills reflected in core character values.
11	Number of youth learning and applying principles outlined in 4-H Philanthropic giving curricula

Outcome #1

1. Outcome Measures

Number of children enrolled and reported on ES-237 as 4-H members in organized clubs, special interest or short-term projects groups and school enrichment programs

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	1400	900

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Enrollment data helps all entities deliver quality programs and meet appropriate enrollment criteria.

What has been done

4-H enrollment information is maintained by the state 4-H office.

Results

There are five organized 4-H clubs on St. Croix; and one special interest group on St. Thomas enrolling 230 youth; volunteer leadership is provided by 18 adults and three teens.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Percentage of units fulfilling 4-H charter guidelines and receiving official charters

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	95	75

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The charter process helps in making sure 4-H clubs are uniform and fulfill national 4-H mandates and image.

What has been done

Based on cultural relevance of Carnival in the VI and the Caribbean Region interested youth and adults formed a 4-H Carnival troupe.

Results

Three community based clubs have partially completed the charter process for the current program year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of youth enrolled in special interest or short-term projects formed as a result of program development committee work groups

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	200	95

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With leadership from interested adults, special interest groups attracted youth based on interests.

What has been done

Interested youth and adults were recruited based on special interests, i.e. Carnival troupe.

Results

Thirty youth and four adults discovered the history and cultural relevance of Carnival. Their marketing, costume design and choreography skills resulted in a local sponsorship.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Percentage of clubs adopting, implementing or utilizing effective leadership strategies

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	95	80

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The 4-H program understands and recognizes that effective leaders are important to the success

of the program.

What has been done

Leadership styles, strategies and skills were emphasized during leadership training; club officers also received training.

Results

With adult leadership, five 4-H clubs were led by a team of elected club officers who practiced their leadership skills.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Percentage increase in male enrollment

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	10	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Young black males are increasingly facing many challenges in the Virgin Islands. Involvement in 4-H has proven to be a successful strategy in developing successful coping strategies for youth.

What has been done

Projects that might especially attract males have been developed.

Results

The Science Olympiad special interest group has been established at another school. Ten youth enrolled; eight were male. Male enrollment increased over the past year by 2% in the 4-H Program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Percentage of youth adopting leadership and life skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	75	100

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Developing positive life skills was and continues to be the central focus of the 4-H Program - to help young people become caring, contributing and conscientious members of the community.

What has been done

Volunteers were trained to incorporate life skill development as an integral part of club programming.

Results

Over 210 youth completed displays or illustrated talks, showed animals fair and demonstrated what they learned as a result of their involvement in 4-H.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Percentage of clubs or units engaging in community service activities

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	100	130

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Community service helps youth define and connect to their community and give back to those who support them.

What has been done

As a part of the 4-H programming, each club is expected to assist the local 4-H office with community service outreach projects.

Results

4-H clubs helped collect over 4,000 lbs. of food during World Food Day, provided Thanksgiving baskets to needy families, presented Christmas gifts to orphans, and picked up bags of trash at local beaches.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Number of 4-H members volunteering to serve as club officers, committee members, junior leaders or teen leaders, or advisory council representatives

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	20	25

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Program success is exemplified in part by members' willingness and ability to assume leadership roles.

What has been done

Youth were given opportunities to take part in various leadership responsibilities with their clubs, on committees, or with different extracurricular organizations or clubs.

Results

One youth continues to serve on the CES Advisory Council; there are three teen leaders, nine club officers, and ten teens involved in various committees within and beyond the 4-H Program.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #9

1. Outcome Measures

Number of youth demonstrating knowledge gained, skills learned, positive attitudes adopted by taking part in fairs, 4-H Project Expo and other events designed to showcase individual achievement and accomplishments

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	700	246

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth participation in these events helps 4-H members bring together all the skills they have gained as a result of their involvement in 4-H programming.

What has been done

The 4-H office facilitated member participation in the annual VI Agriculture and Food Fair in February and World Food Day program in the fall.

Results

Club members successfully completed educational exhibit booth; 15 members exhibited 24 small livestock projects; 30 participated in a 4-H Carnival Troupe and received 1st place.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #10

1. Outcome Measures

Percentage of youth reporting an increase in decision-making skills reflected in core character values.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	60

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Good decision-making skills are crucial to positive youth development and helping youth become competent, productive citizens.

What has been done

Volunteer leaders and 4-Hers were encouraged to participate in any opportunity provided through 4-H to hone their good decision-making skills.

Results

In the yearly club plan, 4-Hers indicated increased confidence in their decision-making as a result of the educational and experiential opportunities afforded them during the year.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #11

1. Outcome Measures

Number of youth learning and applying principles outlined in 4-H Philanthropic giving curricula

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	{No Data Entered}	3

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Philanthropy is a new project for 4-H programming and has been an exciting addition.

What has been done

The 4-H Program worked with youth to gather food for the youth of Haiti as a result of recent floods.

Results

Youth collected hundreds of pounds of canned goods through 4-H involvement in World Food Day that was disseminated to the Haiti Relief efforts.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Government Regulations
- Competing Public priorities

Brief Explanation

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals, group, organizations) and non-participants

Evaluation Results

Key Items of Evaluation