

V(A). Planned Program (Summary)

Program # 14

1. Name of the Planned Program

4-H/Youth Development

Reporting on this Program

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 FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	2.0	0.0	0.0	0.0
Actual Paid Professional	1.5	0.0	0.0	0.0
Actual Volunteer	10.0	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

- Work continues on development of a 4-H newsletter and educational materials.
- Conducted workshops, presentations and demonstrations regarding 4-H opportunities.
- Facilitated educational displays and activities at World Food Day, St. Thomas/St. John Agriculture and Food Fair, and the VI Agriculture and Food Fair (St. Croix).
- Coordinated 4-H club officer training in leadership, public speaking and teamwork.
- Organized major positive youth development programs to include: 4-H Youth Super Chef Competition; 4-H National Youth Science Day Experiment; 4-H Youth Garden Competition and the 4-H Youth Ornament Festival.
- Work continues on the development 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.
- Continue to recruit and engage UVI students as mentors and volunteers for the 4-H program.
- Work continues with high school-aged volunteers and migrating their involvement into a 4-H Honor/Ambassador Club.

2. Brief description of the target audience

- School-aged youth residing in the Virgin Islands
- Public and non-public high school students needing community service hours to fulfill graduation requirements

- UVI students

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	475	2900	1650	6500

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

Patent Applications Submitted

Year: 2012
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
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	Actual
2012	2

Output #2

Output Measure

- Number of workshops, presentations and demonstrations conducted

Year	Actual
2012	27

Output #3

Output Measure

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

Year	Actual
2012	37

Output #4

Output Measure

- Number of partnerships, collaborations or cooperative agreements formed

Year	Actual
2012	1

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

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	Actual
2012	643

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Virgin Islands 4-H Program continues to promote the national community-based 4-H club model to achieve similar lasting benefits for local youth enrolled in 4-H. Enrollment data assists 4-H locally and nationally in delivering quality, positive youth development programs. Several studies have documented that youth involved in organizations like 4-H do better in school, are more motivated to help others, feel safe trying new things, build a strong sense of self-worth, and develop lasting friendships.

What has been done

According to enrollment data reported on the 2012 ES-237, the Virgin Islands 4-H Program engaged 643 youth, ages 5-18 in a variety of 4-H delivery modes; however the largest 4-H membership was in organized 4-H clubs (195 youth). Young people also participated in 4-H via organized in school clubs (38); after-school 4-H clubs (161); and military 4-H groups (28). In addition to the traditional 4-H club model, 186 youth experience 4-H as part of short-term or special interest groups. The special interest model has provided some new successes that are being researched when considering the most effective engagement strategy.

Results

In 2012 the Virgin Islands 4-H Program recognized six (6) 4-H clubs and two special interest groups on St. Croix, and one (1) 4-H club, and one (1) special interest group on St. Thomas enrolling 643 school-aged youth. In 2011, work continues to document the positive impact 4-H and the Children, Youth & Families At-Risk afterschool program has on enhancing decision-making, self-efficacy and a sense of belonging.

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	Actual
2012	75

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The charter process helps ensure uniformity between 4-H clubs and helps fulfill national 4-H mission mandates. By definition, a 4-H club is an organized group of at least five youth from three different families who meet regularly with adult volunteers or 4-H staff for a lasting, progressive series of educational experiences. The purpose of a 4-H club is to provide Virgin Islands youth the opportunity to experience the essential elements of 4-H: belonging, mastery, independence and generosity. Clubs also foster educational opportunities tied to UVI as an integral part of the land grant university knowledge base. Hallmarks of a vibrant club system include; caring, trained adult volunteer leaders; youth/adult partnerships; youth leadership and engagement; a yearly club plan that guides decision-making; opportunities for members to be involved in age-appropriate, and interest-based learning through 4-H projects. In applying for and receiving an official club charter, 4-H clubs employ the experiential learning model by bringing caring adult leaders together with interested youth to make decisions, put together a yearly plan, conduct project work and implement club and personal goals.

What has been done

Although not all Virgin Islands clubs have fully completed the charter process, clubs have been fully engaged in the process. Both adult and teen leaders have been trained using the 4-H 101 curricula to guide them through the club development process. Staff have also been trained on how to effectively incorporate the essential elements of 4-H into after school, in-school and special interest programs. Project selection is often framed by culturally relevant experiences as evidenced by the continued success of the 4-H Carnival Troupe, a short term, experiential learning opportunity for youth to engage in costume design and choreography resulting in an award winning entry in the annual Virgin Islands Carnival Parade.

Results

Five of seven (71%) of Virgin Islands 4-H clubs have successfully met the following 4-H club charter minimum requirements: identified at least two adult volunteer leaders; enrolled at least five members from three different families; elected youth officers; conducted at least six meetings annually; and provided educational programming via 4-H project work based on member interest. In addition, based on observation and participation in 4-H workshops events and activities throughout the year, these clubs successfully: use experiential learning effectively; provide a safe healthy physical and emotional environment for members; include as part of their yearly club plan, opportunities to learn and apply life skills such as leadership, citizenship, community service and public speaking; utilized juried 4-H curricula to support individual project experiences representing the 4-H mission mandates; Offer projects relevant to UVI as a land grant institution and foster positive youth/adult partnerships.

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	Actual
2012	186

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In many regions, using the traditional 4-H club model has provided increasing challenges. Even though this model still remains the preferred 4-H delivery mode in the Virgin Islands, short-term or special interest programming have also served as an effective tool to engage youth in positive youth development opportunities.

What has been done

Specific areas of interest are often one of the major motivational factors in determining whether a young person will want to join. The 4-H Carnival Troupe is a good example of interest-motivated involvement. Other special interest or short-term projects include: robotics (technology and engineering); 4-H Christmas ornament festival (communications and expressive arts); citizenship and leadership (community service); and foods (4-H youth chef competition) and the 4-H youth garden competition. High school youth continue to provide a lucrative target audience interested in pursuing a variety of interest areas to meet community service requirements.

Results

Over 180 youth enrolled in short-term or special interest projects. Examples of special interest programming success includes: receipt of funding to purchase Lego robotics kits utilized by three junior high schools; 40 youth representing eight schools enhancing their knowledge of the culinary arts; and 58 youth taking part in the award winning 4-H Carnival Troupe.

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	Actual
2012	50

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The 4-H Program locally and nationally is dedicated to helping young people develop the knowledge, skills and attitudes that will enable them to become competent, caring leaders. In partnership with caring adults, youth are provided a safe, nurturing environment where they can feel comfortable practicing leadership skills in a variety of ways. In addition, teens needing community service hours, provide a great target audience.

What has been done

Workshops focusing on leadership for both youth and adults continue to be an integral component of training initiatives. Clubs are expected to foster youth leadership by electing club officers, supporting youth involvement in committees and engaging youth in decision-making. Teens are frequently engaged in planning major 4-H events, i.e. World Food Day, 4-H Christmas Ornament Festival, Ag Olympics, and Easter Family Fun Day where with guidance from staff and partners, they are tasked with planning, implementing, and evaluating major events.

Results

This past year, there were a total of 41 elected 4-H club officers representing six clubs. Club officers presided over monthly business meetings. Twenty-nine (29) teens earned just under 1,000 community service hours for their leadership efforts in event planning.

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	Actual
2012	6

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It has been challenging recruiting and maintaining males and keeping them involved. Yet many of the territory's ills and challenges are related to males who disproportionately drop out of school and often become entangled in the criminal justice system. Those who can find employment find that they are working at low level jobs due to limited opportunities. Many have some affiliation with the legal system. The limited number of young people in the university system reflects the myriad of difficulties males experience in the school system. Emphasis must continue on efforts to meet this difficult, complex challenge.

What has been done

Efforts have been made to work with the university sponsored special program to engage young men in youth development efforts. Also, efforts continue through the Children, Youth and Families At-Risk Program and the 4-H Summer Academy.

Results

As indicated earlier, results are not as fruitful as desired, but some slow minimal progress is occurring as indicated above.

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	Actual
2012	75

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Developing positive life skills continues to be the primary focus of 4-H programming. Helping 4-H members become caring, contributing and conscientious members of their community provides a common thread woven into 4-H clubs, program, events and activities.

What has been done

Both youth and adults receive training on how to effectively promote belonging, mastering, independence and generosity - the essential elements - in their 4-H programs.

Results

Over 200 4-H members completed educational displays, gave illustrated talks, showed animals at the fair and demonstrated that they learned at major events such as World Food Day, the V. I. Agriculture and Food Fair, and 4-H project Expo. Once again, 4-H members used what they learned in their 4-H project work to develop award winning science projects for their school

science fair.

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	Actual
2012	100

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Performing community service speaks to one of the essential elements in 4-H: generosity. Youth need to feel that their lives have meaning and purpose. By taking part in community service and citizenship projects, youth connect to their communities and learn the importance of giving back.

What has been done

The 4-H club charter process requires that clubs plan and implement at least one (1) community service project as part of their yearly club plan. In addition, volunteer leaders, members and 4-H clubs and groups are invited to partner with the 4-H office to conduct citizenship and community service outreach efforts.

Results

Youth, schools and 4-H clubs joined hands to collect two tons of non-perishable foods for our annual World Food Day, Kids CAN make a Difference Food Drive. Clubs on St. Thomas continue a rich tradition of community service; 4-Hers create and present a highly interactive program for residents of the Lucinda Millin and Queen Louise Home for the Aged to kick off the Christmas holiday season.

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	Actual
2012	28

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

One benchmark of program success is the willingness of older youth to step up and assume leadership roles. The Virgin Islands 4-H Program has a rich history of teen leadership that has been bolstered by the current community service hour requirement for graduation from local high schools.

What has been done

Teens continue to volunteer for a wide array of leadership responsibilities in their clubs, on committees, or with extracurricular organizations and groups.

Results

Currently, there are 12 teens serving in various roles. In partnership with adult volunteers, three teen leaders provided leadership for Robotics, Cloverbuds and Beginning Foods Project.

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	Actual
2012	238

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Speaking in front of an audience, whether it be parents, fellow club members or a panel of judges helps young people build self-confidence, poise and critical communication skills. Preparing a project demonstration, presenting an educational display or exhibiting their work provide an excellent means for a 4-H member to reflect on their accomplishments and to celebrate all that they have learned.

What has been done

The 4-H office facilitates 4-H member displays during major events such as National 4-H Week and World Food Day in the fall, 4-H Project Expo in the spring, and district agriculture and food fairs.

Results

During the V.I. Agriculture and Food Fair, eight youth presented project demonstrations at a 4-H booth; 11 members took part in rabbit and poultry fitting and showmanship and presented eight small animal handling demonstrations. Over 40 4-H members conducted a variety of educational displays, illustrated talks and hands on demonstrations during National 4-H Week, National 4-H Youth Science Day, World Food Day, and 4-H Project Expo.

4. Associated Knowledge Areas

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

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

Unexpected power outages, water shortages, government worker lay-offs and cuts in salaries adversely affected the program progress in this past year.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Incomplete evaluation data to-date.

Key Items of Evaluation

Planned evaluation includes pre/post test measures and informal methods.