

**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%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

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

Year: 2013	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	0.5	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
65000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
35000	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
30000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

- Work continued on development of 4-H newsletter and educational materials
- Facilitated educational activities at World Food Day, and local fairs
- Trained 9 adult and 6 teen leaders specifically to work effectively with club officers and committees
- Conducted parent workshops for CYFAR and two 4-H clubs
- Utilized free media outlets to promote 4-H
- Limited progress made on this objective due to limited staffing
- Identified two non-profit partners interested in fostering 4-H program development in environmental education and entrepreneurship
  - Served as co-advisor for Collegiate 4-H chapter
  - No progress on developing 4-H Honor Club program, however, it is something that could be a great stimulus for clubs to work
  - All 4-H clubs are on track to formally receive their first official 4-H club charter in 2014

**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.

**3. How was eXtension used?**

eXtension was not used in this program

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	350	2000	1000	2500

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

**Patent Applications Submitted**

Year: 2013  
 Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2013	Extension	Research	Total
<b>Actual</b>	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

<b>Year</b>	<b>Actual</b>
2013	3

**Output #2**

**Output Measure**

- Number of workshops, presentations and demonstrations conducted

<b>Year</b>	<b>Actual</b>
2013	35

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2013	28

**Output #4**

**Output Measure**

- Number of partnerships, collaborations or cooperative agreements formed

<b>Year</b>	<b>Actual</b>
2013	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	Percentage of clubs adopting, implementing or utilizing effective leadership strategies
4	Percentage of clubs or units engaging in community service activities
5	Number of 4-H members volunteering to serve as club officers, committee members, junior leaders or teen leaders, or advisory council representatives
6	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
2013	839

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

4-H enrollment data is reported annually via the ES-237 report. This data is used locally and nationally in developing and delivering quality, positive youth development programming.

**What has been done**

Enrollment data recently compiled for the 2012 ES-237 showed that 839 youth, ages 5-18, were enrolled in a variety of 4-H delivery modalities with the most popular form of 4-H involvement still being the traditional 4-H club.

**Results**

In 2012, the Virgin Islands 4-H program recognized seven (7) clubs and three special interest groups on St. Croix, and one (1) 4-H club and one (1) special interest group on St. Thomas enrolling a total of 631 school-aged children.

**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
2013	70

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The charter process as outlined by USDA, helps ensure uniformity between 4-H clubs and also fulfills national 4-H mission mandates. Locally, conferring of an official club charter enhances a club's prestige, is culturally relevant, and signifies a formal tie to the University as a land-grant institution.

**What has been done**

Not all 4-H clubs have fully completed the club charter process, but all are diligently working toward achieving this goal by March, 2014. In the meantime, staff and volunteers have been trained using 4-H 101 to ensure that they are aware of what is required to receive a club charter.

**Results**

Five of seven (70%) 4-H clubs on St. Croix have completed the necessary requirements to receive their club charter.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #3**

**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
2013	75

**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 needed to become competent, caring, contributing citizens in their communities and the world in which they live. In particular, teens needing community service hours, proved a great target audience.

**What has been done**

Leadership workshops are conducted for youth and adults. Clubs promote leadership by electing club officers, forming committees and engaging youth in decision-making. Teens are frequently engaged in 4-H planning many major 4-H events, programs and activities as a means to develop exemplary leadership skills.

**Results**

In 2012-2013, 25 youth representing seven 4-H clubs, served in various club officer roles. Officers presided over 50 club business meetings. Twenty-five (25) teens amassed over 1,200 community service hours in support of 4-H programming.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #4**

**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
2013	100

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Community service is perhaps the most popular element of 4-H club involvement. By participating in community service and citizenship projects, young people feel connected to their communities and learn the importance of giving back.

**What has been done**

The 4-H club charter process requires that each club plan and implement at least one community service project as part of their yearly club plan. In addition, volunteer leaders, members and clubs are encouraged to partner with the 4-H office to implement citizenship and community service outreach initiatives.

**Results**

A total of 12 community service projects were undertaken by 4-H clubs in the Virgin Islands. Food drives, beach clean-ups, Christmas at Queen Louise Home for Children, and a variety show for the sick and shut-in are but a few examples of how 4-H reaches out to the community.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #5**

**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
2013	25

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

One benchmark of club 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 bolstered by the ongoing community service requirement for local high school graduation.

**What has been done**

Increasingly, teens are becoming more involved in clubs, committees, and in planning and implementation of major 4-H program events and activities.

**Results**

There are 22 teens serving as 4-H Ambassadors. The Ambassadors are an exemplary group of teens dedicated to promoting 4-H and providing leadership for 4-H programs.

**4. Associated Knowledge Areas**

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

**Outcome #6**

**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**

<b>Year</b>	<b>Actual</b>
2013	308

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Public speaking, illustrated talks and projects demonstrates 4-H members the opportunity to build self-confidence, poise and artful communication skills. Preparing a project demonstration, presenting an educational display, or exhibiting project work provides an excellent means for members to reflect on their accomplishments and to celebrate what they have learned.

**What has been done**

The 4-H office organizes 4-H Project Expo at the end of the club year and provides 4-H members the opportunity to showcase their work at other major events throughout the program year.

**Results**

This year for the first time, nine (9) 4-H Entrepreneur Club members, created and marketed products as part of the 4-H Mini Market at the annual fair. In addition, 65% of all 4-H members presented a project demonstration or illustrated talk at a 4-H club meeting; 42 youth created educational displays during other major 4-H events.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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**

The current economic challenges being experienced by the Virgin Islands community provide both a challenge and an opportunity.

### **V(I). Planned Program (Evaluation Studies)**

#### **Evaluation Results**

No formal evaluation plans at present.

#### **Key Items of Evaluation**

No formal evaluation plans at present.