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

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>801</td>
<td>Individual and Family Resource Management</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>802</td>
<td>Human Development and Family Well-Being</td>
<td></td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
<td>5%</td>
<td></td>
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</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
<td></td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
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V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

<table>
<thead>
<tr>
<th>Year: 2011</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
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<tr>
<td></td>
<td>1862</td>
<td>1890</td>
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<tr>
<td>Plan</td>
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<tr>
<td>Actual Paid Professional</td>
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</tr>
<tr>
<td>Actual Volunteer</td>
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</table>

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

1. Brief description of the Activity

- Continued to work on development of the 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.
3. How was eXtension used?

  eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th>2011</th>
<th>Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
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<tbody>
<tr>
<td>Actual</td>
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<td>2650</td>
<td>1590</td>
<td>6000</td>
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</table>

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

Patent Applications Submitted

Year: 2011
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th>2011</th>
<th>Extension</th>
<th>Research</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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
----|------
2011 | 2

Output #2

  Output Measure
  * Number of workshops, presentations and demonstrations conducted

Year | Actual
----|------

### Output #3

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50</td>
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</tbody>
</table>

### Output #4

**Output Measure**
- Number of partnerships, collaborations or cooperative agreements formed

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<thead>
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<th>Year</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
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</table>
### V(G). State Defined Outcomes

#### V. State Defined Outcomes Table of Content

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>Percentage of units fulfilling 4-H charter guidelines and receiving official charters</td>
</tr>
<tr>
<td>3</td>
<td>Number of youth enrolled in special interest or short-term projects formed as a result of program development committee work groups</td>
</tr>
<tr>
<td>4</td>
<td>Percentage of clubs adopting, implementing or utilizing effective leadership strategies</td>
</tr>
<tr>
<td>5</td>
<td>Percentage increase in male enrollment</td>
</tr>
<tr>
<td>6</td>
<td>Percentage of youth adopting leadership and life skills</td>
</tr>
<tr>
<td>7</td>
<td>Percentage of clubs or units engaging in community service activities</td>
</tr>
<tr>
<td>8</td>
<td>Number of 4-H members volunteering to serve as club officers, committee members, junior leaders or teen leaders, or advisory council representatives</td>
</tr>
<tr>
<td>9</td>
<td>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</td>
</tr>
<tr>
<td>10</td>
<td>Number of youth learning and applying principles outlined in 4-H philanthropic giving curricula.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>601</td>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
Enrollment data assists 4-H locally and nationally indelivering 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. 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.

**What has been done**
According to enrollment data reported on the most recent ES-237, the Virgin Islands 4-H Program Enrolled over 600 youth, ages 5-18 in a variety of 4-H delivery modes; however the largest 4-H membership was in organized 4-H clubs (177 youth). Young people also participated in 4-H via organized in-school clubs (14); after-school 4-H clubs (146); and military 4-H groups (22). In addition to the traditional 4-H club model, 169 youth experience 4-H as part of short-term or special interest groups.

**Results**
In 2010, the Virgin Islands 4-H Program recognized seven (7) 4-H clubs on St. Croix, and one (1) 4-H club and one (1) special interest group on St. Thomas enrolling 600 school-aged youth. Although no data has been collected on the general 4-H membership in 2010, the Children, Youth and Families-at-Risk, Sustainable Communities Program (CYFAR-SCP) did collect baseline data Measuring self-efficacy, decision-making and belongingness among over 70 youth enrolled in two CYFAR afterschool programs. In addition to core homework assistance, CYFAR youth explored agriculture, nutrition and entrepreneurship using 4-H curricula and were further engaged in 4-H through establishment of 4-H unites in each center. Preliminary results indicate significant gains in
two of the three areas with moderate gain in the third.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>75</td>
</tr>
</tbody>
</table>

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 services of educational experiences. The purpose of a 4-H club is to provide positive youth development opportunities designed to meet the needs of Virgin Islands youth to experience the essential elements of 4-H - belonging, mastery, independence and generosity - and to 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, compassionate adult leaders together with interested youth to make decisions, put together a yearly club 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; utilize juried 4-H curricula to support individual project experiences representing the 4-H mission mandates (science, engineering and technology, citizenship and healthy living); offer projects relevant to UVI as a land grant institution; and foster youth/adult partnerships that encourage involvement in planning of activities.

**4. Associated Knowledge Areas**

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>65</td>
</tr>
</tbody>
</table>
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 project include: robotics (technology & engineering); 4-H Christmas Ornament Festival (communications and expressive arts); citizenship and leadership (community service); and foods (4-H Youth Super Chef 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 160 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; 28 youth representing seven schools enhancing their knowledge of the culinary arts; and 65 youth taking part in the award winning 4-H Carnival Troupe.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50</td>
</tr>
</tbody>
</table>
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, provides 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 such as 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 4-H year, there were a total of 27 elected 4-H club officers representing five clubs. Club officers presided over a total of over 45 monthly business meetings. Twenty-three teens earned just under 1,000 community service hours for their leadership efforts in event planning.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
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</table>

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


**Issue (Who cares and Why)**
It has been quite challenging recruiting and maintaining increased male involvement. 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 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

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>75</td>
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</table>

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, programs, 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 initiatives.

Results
Over 250 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. This past year two 4-H members used what they learned in the 4-H gardening project to develop award winning science project 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

<table>
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<tr>
<th>Year</th>
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</tr>
</thead>
<tbody>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Youth need to feel their lives have meaning and purpose. By taking part in community service and citizenship projects, youth people connect to their communities and learn the importance of giving back. These experiences provide the foundation that helps them see the ?big picture? of life and find purpose and meaning for their own lives.

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 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. In partnership with the V.I. Department of Human Services, one club enrolled and supported six youth from two at-risk families in their 4-H club.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>806</td>
<td>Youth Development</td>
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</table>

**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

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<td>2011</td>
<td>28</td>
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</table>

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 teens leaders provided leadership for Robotics, Cloverbuds and Beginning Foods projects.
4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

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

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<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>359</td>
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</tbody>
</table>

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, five youth presented project demonstrations at 4-H booth; 12 members took part in rabbit and poultry fitting and showmanship and presented five small animal handling demonstrations. Over 35 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

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>724</td>
<td>Healthy Lifestyle</td>
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<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>

Outcome #10

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

<table>
<thead>
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<th>Year</th>
<th>Actual</th>
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<tbody>
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</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

   Issue (Who cares and Why)
   Philanthropy is a project that continues to develop for 4-H programming is an exciting addition.

   What has been done
   The 4-H program facilitated member participation in the annual Agriculture and Food Fair in February and World Food Day in the fall.

   Results
   Large amounts of canned goods were collected to give to organizations that feed the hungry on the island.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
</tr>
<tr>
<td>806</td>
<td>Youth Development</td>
</tr>
</tbody>
</table>
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.