

2013 University of the Virgin Islands Extension Annual Report of Accomplishments and Results

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I. Report Overview

1. Executive Summary

The United States Virgin Islands continue to face a lot of economic challenges. One of the major corporations, Hess Oil, employing about two thousand five hundred (2,500) people, closed its door during this fiscal year. This has affected employment rates in the Virgin Islands, with an unemployment rate of the Virgin Islands at 13.3 percent. St. Croix, the largest of the three islands, has an unemployment rate of seventeen percent (17%). The Virgin Islands Cooperative Extension Service tailored most of its programs to focus on reemployment by teaching and training its clientele to acquire skills and develop new skills for success in the employment arena.

The Virgin Islands Cooperative Extension Service accomplished most of the objectives and goals that were outlined in the 17 programs that were developed as a result of the five year Plan of Work. The trainings, workshops, seminars, field demonstrations, short courses, and educational activities that were accomplished during this fiscal year positively impacted and changed the lives of many Virgin Islanders. A total of twenty seven thousand eight hundred ninety three (27,893) clientele were engaged by extension staff through trainings, short courses, workshops, and demonstrations. The extension staff were therefore able to engage over twenty five percent (25%) of the total population of the U.S. Virgin Islands, based on the 2010 population census. A total of eight hundred fifty four (854) certificates of completion were awarded to extension clientele that successfully completed the trainings and six to eight week short courses. This summary is grouped under the five national priorities of the National Institute of Food and Agriculture (NIFA).

Goal 1: Global Food Security and Hunger

Programs under this initiative support agriculture production and improvement in the capacity to meet growing food demands in the Virgin Islands and the fight against hunger by addressing food security issues.

The Small Livestock and Beef Production program, conducted workshops and trainings in order to equip producers with the knowledge to assist them in their treatment and techniques to diagnose parasite issues. Farmers were also trained in the detection of internal parasites by using the FAMACHE method. Animal identification methods were also demonstrated to farmers to make them efficient in the management of their livestock. This initiative assisted farmers by helping them achieve a successful breeding program. CES, in the collaboration with the Virgin Islands Department of Agriculture, continues to promote local meat and fresh livestock products through "Fresh from the Farm", a local program developed to assist farmers in the Virgin Islands. This program continues to assist farmers by increasing their income and creating a high demand for locally produced meat products. A recent survey conducted by the Farmer's Cooperative indicated that sheep and goat producers increased their farm income by four hundred twenty dollars (\$420.00). Livestock farmers continued to improve their pastures by producing enough forage to feed their animals. This has helped in a slight improvement in the stocking rate of sheep and goat farms. In collaboration with the Agriculture Experiment Station, five new and improved pastures were established, three (3) on St. Croix and two (2) on St. Thomas. These pasture establishments

continues to increase animal productivity and increase farm income. A major program, Senior Community Service Employment Program (SCSEP) that was established in collaboration with the Department of Human Services trained eighteen senior citizens in poultry production and management and assisted them in starting their own business enterprises. Ten of the eighteen established a layer production and the other eight started broiler production. The Sustainable Agriculture Program conducted short courses, workshops, and demonstrations to inform producers about sustainable agriculture practices including composting, drip irrigation, and soil preparation. Most of the focus of this program targeted and trained individuals involved in the Beginning Farmers and Ranchers Grant. These farmers were trained in sustainable practices in crop and vegetable production and livestock production and management in an effort to recruit and educate younger Virgin Islanders in food production and improve the knowledge capacity of existing farmers. Out of the twenty (20) senior citizens participants trained in sustainable agriculture production, eleven (11) established crop and vegetable enterprises.

The Urban Forestry program continues to assist local residents in the proper maintenance and use of trees in public places. The Annual Wood Worker's Exposition, this year was held on the islands of St. Croix and St. Thomas to showcase the economic benefits of recycling trees. A total of six hundred (600) residents became aware of the economic benefits of turning felled trees into potential income generating products. In a survey conducted with the persons who attended the exposition, eighty percent (80%) reported that they are now more aware of the economic and environmental benefits of trees. The Wood Worker's Expo generated an average of three thousand dollars (\$3,000) per participant in the expo.

The Urban Gardening program conducted classes workshops and demonstrations to educate and inform the public about how to create gardens, proper garden management, and low cost efficient technology, practices, and principles in gardening. A television program, jointly held with the Public Broadcasting Station (PBS, Channel 12), broadcasted programs conducted by extension personnel to the general public on how to start, maintain, and harvest products from your local garden. This program generated so much interest that a joint collaboration with the Department of Personnel, CIGNA, the local health insurer and CES conducted a series of six week workshops on the basic principles of creating and maintaining a home garden. A total of eighty four (84) people increased their level of knowledge on the benefits of creating a garden for themselves and their family. A survey of the participants showed that eighty percent (80%) experienced a savings of three hundred dollars (\$300) in their monthly grocery household bills, as a result of producing some of their vegetables in their home garden.

Goal 2: Climate Change

Projects under this goal generate knowledge to develop an agriculture system that maintains high productivity in the face of climate changes. These programs assist the producers to plan for and make decisions to adapt to changing environments and sustain economic vitality. The Natural Resources and Environmental Management program facilitated the interaction of community groups and leaders to address resource conservation and management issues, pollution prevention, and the establishment of an eco-tourism industry based on the incorporation of the Virgin Islands natural and cultural history and low impact tourism concepts. The St. Croix Environmental Repository, established with funding from EPA and housed at the Cooperative Extension Service, continues to expand its holdings and increase its use by the local environmental community.

The Water Quality Program continues to focus on transmitting information on water quality protection and household cistern water management. Workshops and demonstrations on the use of toxic household products were given to different housing communities, schools, corporate groups, and the general public. Cistern care was also promoted during those presentations and during individual consultations. CES continues to promote the implementation of best management practices to protect water quality at coastal public parks, hotels, and large subdivisions with intensive coastal and offshore resources.

Goal 4: Childhood Obesity

Programs in this area ensure that nutritious foods are affordable and available and provide guidance so that individuals and families are able to make informed, science-based decisions about their health and wellbeing.

The nutrition program developed culturally sensitive nutrition and health-related education products and resources that were made available to professional, students and the general public. The tropical fruits posters which has been produced continue to be distributed throughout the territory. A second poster on tropical fruits was published this year. A total of twelve hundred (1200) posters were distributed to individuals, organizations, and schools in the Virgin Islands. There has been positive indicators relative to improvement related to children and their families awareness of the importance of healthy lifestyles in the prevention of childhood obesity. A program on healthy living, funded by the National 4-H Council, has provided a positive impact on the community. Nutrition records taken by agents indicate that 256 children acquired knowledge about healthy living. Nutrition educators continue to report an increase in knowledge in the children and youth in the territory as related to healthy eating and the importance of physical activity.

Goal 5: Food Safety

These programs worked to reduce the incidences of food borne illness and provide a safer food supply by addressing and eliminating causes of microbial resistance to contaminants, educating consumers and food safety professionals and developing food processing technologies to improve safety.

The food safety program focused attention on the importance of safe food handling and preparation in home kitchens; as well as educating low income families about basic nutrition and behavior change practices. Basic food safety information was disseminated through classes, demonstrations, experiential activities and lectures. The EFNEP Program continued to target low-income at risk clientele. Low income individuals enrolled in EFNEP were educated about the importance of proper personal hygiene, food storage and preparation, and food handling to prevent food borne illnesses. A Food Defense workshop was conducted with the assistance of staff from The U.S Food and Drug Administration, San Juan office.

The food safety program continued to administer pre- and post-test which continued to demonstrate that children receiving information continue to improve on their knowledge gained.

Other programs that were conducted during this period include 4-H Summer Camp, 4-H Volunteer Developmental and Management, and 4-H Youth Development. The 4-H Developmental and Management Program continued to recruit and develop volunteers to lead and establish the 4-H clubs in the community. Volunteer leaders received training on leadership styles, strategies and skills. As a result, they were expected and encouraged to model and foster leadership in their respective clubs and programs. A total of 25 adult volunteers and 25 teen leaders provided leadership for seven 4-H clubs and two special interest groups on St. Croix, and one 4-H club and one special interest group on St. Thomas. The Virgin Islands 4-H Summer Program drew students from St. Croix and St. Thomas in a six weeks program. Two hundred and two youth, ages 5-14, enrolled in the program on St. Croix and St. Thomas. Thirty-six adults and youth were employed as counselors and provided 14 with volunteer community services opportunity. Courses were offered on the science of agriculture, natural resources and environmental education, energy conservation and education, technology applications, entrepreneurship and healthy lifestyles.

The Computer Training and Technology Program conducted a series of eight week Basic Computer Training Courses that taught participants how to use Microsoft Windows, Microsoft Word, E-mail and search for information using the World Wide Web. Residents continued to take Computer Literacy classes to help them acquire new skills for job placement and to advance in their present careers. 90% of

individuals who participated indicated that they acquired/increased their knowledge and usage of Microsoft Windows. 91% of the individuals who participated indicated that they acquire/increased their knowledge and usage of Microsoft Word. 97% of the individuals who participated indicated that they acquired/increase their knowledge and usage of E-mails. 92% of the individuals who participated in the workshops indicated that they acquired/increased their knowledge and usage of the internet. 97% of the individuals who participated indicated that they acquired/increased their knowledge and usage in Microsoft Excel. 93% of the individuals who participated indicated that they acquired/increased their knowledge and usage of MS PowerPoint. The computer training and technology program graduated 354 students. These students acquired new computer skills that would help them in their re-employment.

CES established professional linkages with other agricultural organizations in the Eastern Caribbean. Short courses, workshops, and training sessions were conducted for agricultural specialists, youth leaders and volunteers. Two regional meetings were held and over two hundred forty (240) scientists attended those meeting. Networks were established among the scientists. Extension specialists provided consultations on food and nutrition programs, sustainable agriculture, horticulture, and livestock production and management. Animal breeding stock was exchanged with other islands through the Breeders Exchange Program. A total of three hundred fifty (350) animals were exchanged through this program. This assisted producers on the different islands to improve on their animals for breeding thereby increasing productivity. A directory of individuals and institutions in agricultural research and development in the Eastern Caribbean were expanded and updated. UVI/CES telecommunication systems for collaborative training with other regional institutions were utilized to train extension specialists and agents. CES assisted in the planning and execution of international and regional meetings for the Caribbean Food Crop Society and CACHE.

The Marketable Skills Program this year focused on training clientele on the art of batik making, clothing construction, and designing pillows, towels and other items for sale to the tourist industry. In collaboration with the Senior Community Service Employment Program (SCSEP), senior citizens were trained in batik making and three persons established businesses in St. Thomas making batik for sale to the tourists and the local community.

Total Actual Amount of professional FTEs/SYs for this State

| Year: 2013 | Extension | | Research | |
|------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 34.5 | 0.0 | 0.0 | 0.0 |
| Actual | 33.8 | 0.0 | 0.0 | 0.0 |

II. Merit Review Process

1. The Merit Review Process that was Employed for this year

- Combined External and Internal University External Non-University Panel

2. Brief Explanation

The programs that were developed by agents and specialists were sent to the state Program Leaders for their review, input, approval and were then submitted to the Associate Director for his input

and budget allocation. After the Associate Director approved the programs, they were sent to the State Director for his review and approval. The programs were then forwarded to the Vice Provost for Research and Public Service, the Provost, and the University's Office of Sponsored Programs for comments and approval. The programs that were accepted were then forwarded to the Extension Advisory Council for its input and approval. Approved programs were shared with specific Commissioners for their comments and inputs. The final programs were sent to the State Director for final approval and implementation.

III. Stakeholder Input

1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder groups
- Targeted invitation to non-traditional stakeholder groups
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Survey of traditional stakeholder groups
- Survey of traditional stakeholder individuals
- Survey of the general public
- Survey specifically with non-traditional groups

Brief explanation.

CES encouraged participation by the general public by announcing all its public meetings, listening sessions and town hall meetings through the local radio stations, television stations, and two local newspapers. Information was also sent to the UVI Public Information Specialist for distribution to the general UVI community and the general public bulletin board. Invitations were also sent to various farmers' groups such as St. Croix Farmers Cooperative, We Grow Food Inc., and St. Croix Farmers in Action to encourage their members to participate in all extension programs and activities. Invitations were also sent to individuals who had attended any programs or activities conducted by CES or had contact with a specialist or agent, to participate in extension programs and activities. Volunteer groups, homemakers club, and other focus groups were sent special invitation to participate in extension program activities.

2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

1. Method to identify individuals and groups

- Use Advisory Committees
- Use Internal Focus Groups
- Use External Focus Groups
- Open Listening Sessions
- Needs Assessments
- Use Surveys

Brief explanation.

Input was received from the CES Advisory Council and the Virgin Islands Farmers Cooperative. Input was also received from the Advisory Council of the Research and Public Service.

A needs assessment was conducted on CES clientele. CES evaluated its programs by giving participants of all seminars, meetings, and workshops survey forms to complete. Farm and clientele

visits were made to determine the impact of the programs and suggestions made by clientele, were

recorded and used to make improvements in CES educational programs and activities. CES conducted listening sessions and public meetings that were used to upgrade programs. These listening sessions and program activities were advertised through local newspapers, the University's

Research and Public Service Newsletter, and the local television and radio stations. An assessment was also conducted on CES programs to assess its value to its clientele and the general public.

2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them

1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Survey of traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Survey of traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)
- Survey of the general public
- Survey specifically with non-traditional groups
- Meeting with invited selected individuals from the general public

Brief explanation.

CES collected information and recommendations from its stakeholders at the Advisory Council's summer meeting. The Research and Public Service Advisory Council also provided recommendations for CES. Surveys of CES stakeholders were conducted by program staff

during CES programming to get stakeholders involvement in setting priorities and addressing emerging issues in the community. CES held two general public meetings where information was advertised on the local radio stations, televisions, and newspapers to ensure that the Virgin Islands population has an equal chance of recording their concerns. This enabled CES to upgrade its programs and ensure that community needs were met.

3. A statement of how the input will be considered

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- In the Action Plans
- To Set Priorities

Brief explanation.

Stakeholders' input was considered in the budget allocation of programs. Stakeholders' involvement helped CES in setting its priorities and addressing emerging issues in the community.

During the year, CES strengthen its collaboration with the Virgin Islands Departments of Agriculture, Health, Labor, Education, Human Services, the Virgin Islands Housing Authority, and the Office of the Governor in addressing at-risk issues in the community. Stakeholders' input was also used in redirecting extension programs.

Brief Explanation of what you learned from your Stakeholders

CES stakeholders assisted the Extension Service in focusing on the needs of the community and also helped in focusing CES' activities on emerging issues. They enhanced CES programs and increased the number of participation in CES programs.

IV. Expenditure Summary

| 1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS) | | | |
|--|-----------------------|-----------------|--------------------|
| Extension | | Research | |
| Smith-Lever 3b & 3c | 1890 Extension | Hatch | Evans-Allen |
| 880519 | 0 | 0 | 0 |

| 2. Totaled Actual dollars from Planned Programs Inputs | | | | |
|---|--------------------------------|-----------------------|-----------------|--------------------|
| Extension | | | Research | |
| | Smith-Lever 3b & 3c | 1890 Extension | Hatch | Evans-Allen |
| Actual Formula | 880519 | 0 | 0 | 0 |
| Actual Matching | 880519 | 0 | 0 | 0 |
| Actual All Other | 518000 | 0 | 0 | 0 |
| Total Actual Expended | 2279038 | 0 | 0 | 0 |

| 3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous | | | | |
|--|---|---|---|---|
| Carryover | 0 | 0 | 0 | 0 |

V. Planned Program Table of Content

| S. No. | PROGRAM NAME |
|--------|--|
| 1 | Global Food Security and Hunger: Small Livestock and Beef Production |
| 2 | Global Food Security and Hunger: Sustainable Agriculture |
| 3 | Global Food Security and Hunger: Urban Gardening |
| 4 | Climate Change: Natural Resources and Environmental Management Program |
| 5 | Climate Change: Water Quality Program |
| 6 | Climate Change: Urban Forestry Program |
| 7 | Sustainable Energy |
| 8 | Computer Training and Technology Program |
| 9 | 4-H Volunteer Development and Management Program |
| 10 | A Healthy, Well-Nourished Population |
| 11 | Basic Food Safety Education - EFNEP and EFNEP Youth |
| 12 | Marketable Skills for Limited Resource Families, Youth and Communities |
| 13 | 4-H Summer Program |
| 14 | 4-H/Youth Development |
| 15 | Eastern Caribbean Extension Outreach and Interchange |
| 16 | Childhood Obesity |
| 17 | Food Safety |

V(A). Planned Program (Summary)

Program # 1

1. Name of the Planned Program

Global Food Security and Hunger: Small Livestock and Beef Production

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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 301 | Reproductive Performance of Animals | 20% | | | |
| 302 | Nutrient Utilization in Animals | 15% | | | |
| 307 | Animal Management Systems | 30% | | | |
| 311 | Animal Diseases | 10% | | | |
| 312 | External Parasites and Pests of Animals | 10% | | | |
| 315 | Animal Welfare/Well-Being and Protection | 10% | | | |
| 603 | Market Economics | 5% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 2.5 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 2.5 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 80000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 60000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 50000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- A "Buy Local, Eat Fresh" program will be continued to promote the purchase and consumption of locally produced animal products

- A parasite monitoring program will be continued for all livestock farms to document parasite populations and concentrations, with data being used in tick control programs

- Test sites will be set up and monitored for enhanced forage evaluation in pasture and drought conditions

- A program will be initiated to demonstrate to producers the health and financial advantages of proper and adequate housing for livestock

- Methods of nutrition evaluation will be demonstrated to producers so that they can determine the effects of reproduction and performance

- Develop an information exchange between established and developing farmers through farm visits to see what is and can be done to improve management and protection

- Broadcast regular radio programs focussing on different areas of livestock production

2. Brief description of the target audience

- Virgin Islands Livestock Producers
- Virgin Islands Consumers
- Virgin Islands Youth

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 |
|--------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 800 | 30000 | 1200 | 10000 |

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 |
|--------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Workshops/demonstrations would be conducted on management, nutrition, housing, and identification of livestock

| Year | Actual |
|------|--------|
| 2013 | 17 |

Output #2

Output Measure

- Pasture testing and demonstration sites would be set up for forage evaluation

| Year | Actual |
|------|--------|
| 2013 | 2 |

Output #3

Output Measure

- Farms would be visited for general evaluation of management techniques and counseling

| Year | Actual |
|-------------|---------------|
| 2013 | 132 |

Output #4

Output Measure

- Farms would be visited for parasite monitoring and evaluation

| Year | Actual |
|-------------|---------------|
| 2013 | 22 |

Output #5

Output Measure

- Farms would be visited to weigh animals to monitor performance

| Year | Actual |
|-------------|---------------|
| 2013 | 10 |

Output #6

Output Measure

- Animal production would be monitored
Not reporting on this Output for this Annual Report

Output #7

Output Measure

- Continue to implement a 'Buy Local' campaign with local farmers cooperative for use by producers in the community

| Year | Actual |
|-------------|---------------|
| 2013 | 1 |

Output #8

Output Measure

- Provide training to farmers in identification methods

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Establish and/or monitor five (5) sites annually to demonstrate the use of drought-resistant and nutritional forages for pastured livestock |
| 2 | Decrease animal losses due to parasites and poor nutrition by 5% |
| 3 | Increase the sales and consumption of locally produced livestock products such as meat and eggs by 5% |
| 4 | Increase the number of livestock herds/flocks using complete identification and recordkeeping practices by 10% |
| 5 | Increase the number of pig farmers that are raising their livestock in recommended facilities by 5% |

Outcome #1

1. Outcome Measures

Establish and/or monitor five (5) sites annually to demonstrate the use of drought-resistant and nutritional forages for pastured livestock

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 7 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This affects farmers directly by improving the quality of their pastures, thereby allowing them the opportunity to increase their production and thus increasing the amount of profits realized. It also decreases the number of animal illnesses and losses as a result of insufficient nutrition.

What has been done

New pasture refurbishment sites have started on three farms and continued monitoring is taking place on the four farms already established.

Results

As of this date there are varying degrees of success on six of the farms. the seventh farm has failed in their refurbishment of the pasture due to overstocking and allowing the animals to graze the pasture too early against the advice given them, therefore not allowing the new grasses to become established.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 302 | Nutrient Utilization in Animals |
| 312 | External Parasites and Pests of Animals |
| 315 | Animal Welfare/Well-Being and Protection |

Outcome #2

1. Outcome Measures

Decrease animal losses due to parasites and poor nutrition by 5%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 5 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This affects farmers directly, in that lowering the incidence of parasites is directly correlated to an increase in the quality and health of their animals. This leads to an increase in sales and a decrease in the amounts spent on health care, resulting in an increase in profits. It also affects the consuming public because there are more local animals available for purchase.

What has been done

Farmers have been given instruction on the best ways to treat and control parasites within their herds and flocks. They have also been counseled on how to improve their pastures resulting in a higher nutritional plane on which to rear their animals.

Results

Significant strides have been made in the areas of pasture improvement and flock sizes are beginning to increase. There is more demand for local products because of the improved quality of the products available.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 302 | Nutrient Utilization in Animals |
| 307 | Animal Management Systems |
| 312 | External Parasites and Pests of Animals |
| 315 | Animal Welfare/Well-Being and Protection |

Outcome #3

1. Outcome Measures

Increase the sales and consumption of locally produced livestock products such as meat and eggs by 5%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 10 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farmers are affected by this because increases in sales translate into increases in money in their pocket. Consumers have shown an increased demand for locally produced products because of the freshness factor and the demand has often outstripped the supply.

What has been done

The quality and freshness of local products has been emphasized to the consuming public through programs in conjunction with the Virgin Islands Department of Agriculture in order to convince people to try local products.

Results

Once the public was properly introduced to what is available, there has been tremendous increase in sales. Public demand has grown exponentially, especially for fresh local eggs.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 603 | Market Economics |

Outcome #4

1. Outcome Measures

Increase the number of livestock herds/flocks using complete identification and recordkeeping practices by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 5 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Identification is important to farmers so that they can keep thorough records to keep track of their herd/flocks. It also allows them to prove ownership if the animals are "mis-directed" or lost. The public is also impacted by identification because it allows for accountability when animals stray, thereby increasing safety.

What has been done

Demonstrations and trainings have been conducted for farmers, both in the classroom and on-farm.

Results

We have had reasonable success in educating farmers, although results were less than expected due to the current economic state of the territory.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---------------------------|
| 307 | Animal Management Systems |

Outcome #5

1. Outcome Measures

Increase the number of pig farmers that are raising their livestock in recommended facilities by 5%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 5 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Farmers are directly affected by this issue because pigs raised on concrete are less prone to parasite infestations. This translates to less money spent on treatments and a healthier, and often larger, pig for market, resulting in increased income from that pig. Consumers receive a higher quality product and public health officials have fewer concerns about public health issues.

What has been done

Farm visits were made and counseling given to farmers to educate them as to the benefits of raising pigs on the concrete floors.

Results

One pig farmer has invested in concrete flooring and has started to raise his herd in that facility.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 307 | Animal Management Systems |
| 315 | Animal Welfare/Well-Being and Protection |

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Farmers are being significantly affected by the economic downturn in the community. They are struggling with environmental factors, as well, but are holding their own. The increase in the "Buy Local" markets is helping many of them.

Key Items of Evaluation

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

Global Food Security and Hunger: Sustainable Agriculture

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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 111 | Conservation and Efficient Use of Water | 20% | | | |
| 205 | Plant Management Systems | 20% | | | |
| 307 | Animal Management Systems | 20% | | | |
| 403 | Waste Disposal, Recycling, and Reuse | 20% | | | |
| 601 | Economics of Agricultural Production and Farm Management | 20% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 4.1 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 4.0 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.1 | 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 |
| 50000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 50000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 120000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

1. Shortcourses, workshops, and demonstrations were conducted to disseminate information about recommended, research-based sustainable production practices, including composting, drip irrigation, etc.

2. Announcements were made through the print and electronic media to promote educational activities and disseminate information about sustainable agricultural practices.

3. Farm visits and telephone contacts were made to address clientele problems and to disseminate information about the program.

4. Workshops and other projects were conducted in partnership with other entities to implement strategies to increase farm water supply and enhance the efficient use of this resource.

2. Brief description of the target audience

The program's general target audience consisted of crop and livestock producers, outreach professionals from government and academic institutions, students, and young adults who aspire to be farmers. The primary audience were farmers who are typically socially disadvantaged, limited resource individuals who lacked the necessary technical training, technological tools, and infrastructure for optimum farm production.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 211 | 5000 | 211 | 400 |

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 |
|--------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of shortcourses, workshops, demonstrations, annual fairs and exhibits

| Year | Actual |
|------|--------|
| 2013 | 7 |

Output #2

Output Measure

- Number of publications

| Year | Actual |
|------|--------|
| 2013 | 0 |

Output #3

Output Measure

- Number of announcements through print and electronic media

| Year | Actual |
|------|--------|
| 2013 | 4 |

Output #4

Output Measure

- Number of farm visits and telephone contacts

| Year | Actual |
|------|--------|
| 2013 | 75 |

Output #5

Output Measure

- Projects to increase farm water supply and water use efficiency

| Year | Actual |
|-------------|---------------|
| 2013 | 1 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Increase the number of farmers who use sustainable agriculture practices by 5% |
| 2 | Increase the number of farmers who utilize value added strategies by 10% |
| 3 | Increase the number of producers who adopt practices to enhance water use efficiency by 10% |
| 4 | Increase the number of farmers who conduct or enhance recordkeeping practices by 10% |

Outcome #1

1. Outcome Measures

Increase the number of farmers who use sustainable agriculture practices by 5%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 48 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The average age of farmers in the VI is approximately fifty-five (55) years. There is a great need to get the next generation involved in food production. Some existing farmers still rely on practices that are unsustainable. They need to be educated in current best management practices. Each year, thousands of individuals are injured, hurt, or even killed on farms and around the homes from preventable accidents in the territory and across the US. Safety education will play a major role in reducing those numbers significantly.

What has been done

During the annual World Food Day event, CES and its partners seek to raise the awareness of the public regarding the issue of world hunger and food security. Selected crops and livestock are featured through demonstrations and educational opportunities for the general public. Cassava, banana family, and chicken were the featured commodities this year.

Six (6) Virgin Islands farmers along with two (2) Extension staff attended the Southern Sustainable Agriculture Working Group Conference and the National Goat Conference.

CES sponsored the 8th annual Progressive Agriculture Safety Day during the 4-H summer academy on St. Croix and St. Thomas. Safety instructors and professionals in various fields provided lectures and hands on demonstrations to enlighten and instruct the participants.

Results

During the Progressive Agriculture Safety Day, approximately, 211 young people and 42 adults increased their awareness of the importance of preventing accidents and what steps they can take if an emergency arises.

Three (3) crop farmers and two (2) Extension staff became more aware of the current trends and practice in sustainable crop production. Three (3) livestock farmers expanded their knowledge of the latest research and practical applications of sustainable goat management.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|--|
| 111 | Conservation and Efficient Use of Water |
| 205 | Plant Management Systems |
| 307 | Animal Management Systems |
| 403 | Waste Disposal, Recycling, and Reuse |
| 601 | Economics of Agricultural Production and Farm Management |

Outcome #2

1. Outcome Measures

Increase the number of farmers who utilize value added strategies by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 22 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Because of over planting of crops, and /or the inability to sell all of the crops or livestock, farmers at times have decide what to do with the surplus. They have several options including dumping, giving it away, composting, or adding value to the product and selling it in a different form. The latter has the potential of increasing the overall income of farmers. It also brings to the market place more choices for the consumers.

What has been done

During the annual World Food Day event, CES and its partners tried to raise the awareness of the public regarding the issue of world hunger and food security. Selected crops and livestock were featured through demonstrations and educational opportunities for the general public. Cassava, the banana family, and chicken were the featured commodities this year.

Additionally, the annual Mango Melee and Tropical Fruit Festival, along with two agriculture and food fairs were used for the dissemination and display of value added information, demonstrations, and products.

Monitoring local food production is important in order to stay abreast of what is happening in our farming community. Extension staff attended the Bordeaux and Yacht Haven Grande farmers market which occurs monthly and interacted with twenty-two (22) farmers and approximately forty-five (45) consumers.

Results

During World Food Day, approximately 1500 farmers, agriculture professionals, home gardeners, and other residents increased their knowledge on how to grow bananas, plantains, and cassava and were provide with handouts on each subject. They also became more aware of the potential for increasing income by converting unsold crops into value-added products. Participants also learned sustainable ways to raise and manage chickens.

Thousands of residents increased their knowledge of the various uses and ways of preparing mango at the "Mango Melee and Tropical Fruit Festival."

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 111 | Conservation and Efficient Use of Water |
| 205 | Plant Management Systems |
| 307 | Animal Management Systems |
| 601 | Economics of Agricultural Production and Farm Management |

Outcome #3

1. Outcome Measures

Increase the number of producers who adopt practices to enhance water use efficiency by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 19 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Of all the constraints and limitations on farming in the territory, insufficient supplies of supplemental water and erratic rainfall patterns make crop production and animal husbandry a challenge. Water conservation and efficient distribution are key elements in farmer's management practices. Accessible sources of supplemental water are also vitally important to the successful operation of the farm.

What has been done

CES displayed a 4600 gallon water storage container called a Quick Tank at the annual St. Thomas/St. John Agriculture and Food Fair. The tank was also stocked with tilapia fish as an example of a potential additional income source, for the farmer.

Results

Eighteen (19) farmers and other agriculture professionals became more aware of the benefits of investing in a Quick Tank as they interacted directly with extension staff. Hundreds of other farmers and residents also became more aware of an additional source for building supplemental water storage capacity.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 111 | Conservation and Efficient Use of Water |
| 205 | Plant Management Systems |
| 307 | Animal Management Systems |

Outcome #4

1. Outcome Measures

Increase the number of farmers who conduct or enhance recordkeeping practices by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 7 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Natural and man-made disasters occur each year in the Virgin Islands. In providing assistance, from both federal and local, production records of activity prior to the disaster are required in order to qualify for aid. If a farmer wants to borrow money for expansion, he/she is required to produce documentation of the farms profitability. However, many farmers fail to keep proper record and in some instances no records at all. This disqualifies them from disaster aid and/or denies them the opportunity to expand their operations.

What has been done

CES partnered with the Virgin Islands Department of Agriculture, the UVI Small Business Development Center and the Internal Revenue Bureau as they conducted two seminars; one on record keeping and the other on filling out the Schedule F, IRS form.

Results

Approximately 41 farmers increased their knowledge of the importance of recordkeeping to their overall operation. Ninety-five percent (95%) are better informed on the preparation of the Schedule F tax form.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 205 | Plant Management Systems |
| 307 | Animal Management Systems |
| 601 | Economics of Agricultural Production and Farm Management |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Public priorities

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Some data was obtained from verbal responses to a series of questions designed to extract knowledge levels, attitudes, as well as past and short term future behavioral changes. There is a need to develop instruments that will provide information on long term behavioral changes.

Key Items of Evaluation

V(A). Planned Program (Summary)

Program # 3

1. Name of the Planned Program

Global Food Security and Hunger: Urban Gardening

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 |
|---------|--------------------------------------|-----------------|-----------------|----------------|----------------|
| 205 | Plant Management Systems | 95% | | | |
| 403 | Waste Disposal, Recycling, and Reuse | 5% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 2.2 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 2.2 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 50000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 50000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 5000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

Educational classes, workshops, seminars

Development of publications, resource materials, curriculum guides

Conducted field days, field demonstrations, exhibits and tours

One-on-one counseling

On-site visits

Use of electronic and social media

Website development

2. Brief description of the target audience

- Home owners
- Horticultural Organizations
- Public Housing Residents
- Senior citizens homes
- School teachers
- Policy Makers
- Master Gardeners Candidates
- Youth groups

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 482 | 10000 | 207 | 800 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational classes to help residents to plan and create a garden

| Year | Actual |
|------|--------|
| 2013 | 5 |

Output #2

Output Measure

- Number of workshops/demonstrations using low cost, efficient, technologies, practices and principles in gardening

| Year | Actual |
|------|--------|
| 2013 | 5 |

Output #3

Output Measure

- Number of educational classes in the benefits of proper gardening

| Year | Actual |
|------|--------|
| 2013 | 5 |

Output #4

Output Measure

- Number of consultations with residents about gardening

| Year | Actual |
|------|--------|
| 2013 | 134 |

Output #5

Output Measure

- Number of articles/publications on urban gardening management

| Year | Actual |
|------|--------|
| 2013 | 2 |

Output #6

Output Measure

- Number of fairs and exhibits displaying best management practices and other information pertaining to the Urban Gardening program

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

Output #7

Output Measure

- Number of print, electronic, and social media appearances/programs promoting urban gardening

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

Output #8

Output Measure

- Number of demonstration sites developed using urban gardening principles and practices

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

Output #9

Output Measure

- Number of public and private entities and individuals establishing gardens

| Year | Actual |
|-------------|---------------|
| 2013 | 20 |

Output #10

Output Measure

- Number of residents, non-profit organizations, and public and private entities establishing composting projects.

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Increase the number of residents residents who will become more aware of the benefits of gardening by 10% |
| 2 | Increase the number of residents,who increase their knowledge of more efficient low cost technologies, practices, and principles by 10% |
| 3 | Increase the number of home gardeners who realize a reduction in their cost of living resulting from urban gardening by 10% |
| 4 | Increase the number of residents who will establish gardens by 10% |
| 5 | Increase the number of residents who start composting by 10% |

Outcome #1

1. Outcome Measures

Increase the number of residents who will become more aware of the benefits of gardening by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 554 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Gardening is an easy way to get children moving and active during the school day. Gardening also encourages healthy eating habits which aids in the fight against childhood obesity. Exposing youth to the benefits of gardening and giving them opportunities to see cultivated gardens sometimes creates an interest and excitement in the mind of a young person. Providing teachers with the information needed to create and manage a school garden is also an important part of this process. The combination of increasing prices for energy, food, and health care continues to force residents to adjust their spending habits through finding ways to save money and making every dollar stretch as far as possible. A well-managed landscape serves as a source of horticultural therapy and contributes to the overall well-being of VI residents. Health and wellness campaigns help draw attention to issues affecting the quality of life for Virgin Islands residents. These events help to raise awareness of specific subject areas and provide vital information to help residents make informed decisions regarding their personal health or the health of a family member.

What has been done

CES facilitated a seed planting activity with the fathers and children who attended the annual Father/Child Activity Day sponsored by the Department of Human Services Head Start Program. Extension staff read a book on gardening for children at the Lindberg Bay Head Start. CES presented a lecture and answered questions about gardening at a health fair sponsored by the Superior Court of the Virgin Islands. CES completed a series of lectures, displays and live demonstrations at various activities throughout the territory. The annual Agriculture and Food Fair of the Virgin Islands on St. Croix, the annual Bordeaux Rastafari Agriculture and Food Fair, and Afternoon on the Green provided CES with opportunities to present information and respond to a wider audience.

The Department of Human Services, Senior Community Service Employees Program (SCSEP)

partnered with CES to conduct a series gardening workshops for senior citizens. These classes were designed to provide basic hands-on education and instruction for those seniors who want to enter or reenter the work force or become self-employed. Extension staff was interviewed on WGod radio station about gardening in the Virgin Islands.

Results

Approximately thirty-three (33) fathers became more aware of how engaging in gardening projects can help to build strong emotional and social ties between them and their children. Thirteen (13) teachers and ninety-three (93) youth from several St. Croix public private and parochial became more aware of how gardening can enhance the delivery and understanding of certain subjects. Listeners to the WGod radio station learned of the benefits of gardening. Forty two (42) students and one (1) teacher from the St. Thomas/St. John Seventh-Day Adventist School became more aware of the benefits of gardening and the need to grow your own food locally. At the two agriculture fairs, approximately, three hundred seventy (370) residents also increased their knowledge of the benefits of gardening, and the various types of container gardens. Eighteen (18) senior citizens became more aware of the benefits of garden and increased their knowledge of how to start and maintain a vegetable garden.

4. Associated Knowledge Areas

| | |
|----------------|--------------------------|
| KA Code | Knowledge Area |
| 205 | Plant Management Systems |

Outcome #2

1. Outcome Measures

Increase the number of residents, who increase their knowledge of more efficient low cost technologies, practices, and principles by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 610 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Some teachers across the territory are seeing the value of having a school garden as a means of augmenting their curriculum and providing a healthful activity for their students. Providing teachers with the information needed to create and manage a school garden will enable them

achieve both objectives. Studies have shown that when families work together on a project or are involved in a collaborative activity, it usually results in a number of positive family strengthening outcomes. The outcomes are even more dynamic when fathers are actively involved in the project or activity.

What has been done

CES facilitated a seed sowing activity with fathers and their children at the annual Father/Child Activity Day sponsored by the Department of Human Services. CES conducted five (5) hands-on workshops on creating a vegetable garden on St. Thomas and St. Croix with participants in the SCSEP program. Extension staff conducted a series of workshop, for the 7th grade class of the St. Thomas/St. John Seventh-day Adventist School on creating and maintaining a vegetable garden. Extension staff was interviewed on WGOD about creating healthy soils in your garden. Afternoon on the Green provided Extension staff with an opportunity lead a tour of the demonstration garden and distribute publications on gardening to attendees. CES partnered with the Superior Court of the Virgin Islands to be a part of their health fair.

Results

Forty-seven (47) persons from the Superior Court were provided with publications and increased their knowledge of basic garden management. Approximately fifty (50) fathers accompanied by their child(ren) learned how to sow seeds in a cup of soil and were provided with information about the best way to take care of the plant as it is growing. At Afternoon on the Green, approximately twelve (12) persons received handouts on tire and box gardening and toured the demonstration garden. Seventeen (17) students and two (2) teachers from the St. Thomas/St. John Seventh-day Adventist School and ninety-three (93) students and thirteen (13) teachers from public, private, and parochial schools in St. Croix, increased their knowledge of building and maintaining a vegetable garden. Approximately, three hundred seventy (370) residents also increased their knowledge the various types of container garden systems. As a result of the Introduction to Gardening classes, eighteen (18) senior citizens from the SCSEP program increased their knowledge of how to start and maintain a vegetable garden. The listeners of WGOD increased their knowledge of building quality soils in their garden.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--------------------------|
| 205 | Plant Management Systems |

Outcome #3

1. Outcome Measures

Increase the number of home gardeners who realize a reduction in their cost of living resulting from urban gardening by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 10 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Ninety-five (95%) to ninety-nine (99%) of food consumed in the Virgin Islands is imported. With the additional cost of shipping and handling, store owners mark up, and utility cost, Virgin Islands residents pay extremely high costs for food. If there was a way to reduce the cost of food, residents could save money and possibly shift financial resources to other aspects of life.

What has been done

Senior citizens in the Introduction to Gardening class for the SCSEP program received instruction and technical advice and were provided with hands-on opportunities for building, maintaining and harvesting crops from their gardens. Seventh grade students at the St. Thomas/St. John Seventh-day Adventist School also received guidance and instruction in constructing individual container gardens of herbs and vegetables.

Results

Approximately fifty percent (50%) of participants in Introduction to Gardening classes have reported a savings in the cost of certain commodities as a result of this project and the students from the Seventh-day Adventist school built a garden and harvested some of the vegetables and herbs from the garden.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--------------------------|
| 205 | Plant Management Systems |

Outcome #4

1. Outcome Measures

Increase the number of residents who will establish gardens by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 24 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Virgin Islands residents for the most part have been exposed to gardening either from practical experience in the past or from visiting a neighbors garden. Those who may have had gardens gave up gardening for one reason or another. Obesity among youth and adults is a major concern of healthcare professionals territory wide. Youth need to experience the benefits of gardening as well.

What has been done

CES partnered with the Department of Human Services SCSEP program to conduct, a six (6) week Introduction to Gardening classes on St. Thomas and St. Croix. These classes were designed to provide basic hands-on education and instruction on a creating and maintaining home garden.

Seventeen (17) students from the St. Thomas/St. John Seventh-day Adventist School and one teacher learned how to construct different types of gardening systems. Extension staff also conducted a workshop with fathers and children in the Department of Human Services Head Starts father/child activity program.

CES conducted a school gardening workshop for public private and parochial schools on St. Croix.

Results

As a result, approximately eighty-five percent (85%) of participants from the SCSEP program reported starting some type of vegetable garden. The seventh graders at the Seventh-day Adventist School built several types of container garden systems at their school. Eight of the schools that participated actually created a garden.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--------------------------|
| 205 | Plant Management Systems |

Outcome #5

1. Outcome Measures

Increase the number of residents who start composting by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 15 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Virgin Islanders discard tons of materials, particularly yard waste, each year. That material can be recycled into compost and used to improve the health of the soil and grow better and healthier plants. Exposing young people to this type of information at an early age will help them to make sound decisions in the future regarding the management of natural resources.

What has been done

During the annual Earth Day activities on St. John, extension staff displayed a miniature replica of a compost pile and provided handouts for students and staff of various schools on the subject. Extension staff presented a seminar on composting to a biology class at the Ivanna Eudora Kean High School.

Results

Sixteen (16) students increased their knowledge of the science of composting. At the Earth Day Celebration on St. John, approximately one hundred (100) youth and thirty-four (34) adults became more aware of the benefits of recycling yard wastes and food scraps and the contribution that composts makes to improving soil quality.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--------------------------------------|
| 403 | Waste Disposal, Recycling, and Reuse |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Programmatic Challenges
- Other (Staff reductions)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Staff shortages have hampered our ability to fully execute plans for the urban gardening projects. Some data was collected but more long-term follow up behavioral changes is still needed.

Key Items of Evaluation

V(A). Planned Program (Summary)

Program # 4

1. Name of the Planned Program

Climate Change: Natural Resources and Environmental Management Program

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 |
|---------|---|-----------------|-----------------|----------------|----------------|
| 112 | Watershed Protection and Management | 35% | | | |
| 123 | Management and Sustainability of Forest Resources | 35% | | | |
| 134 | Outdoor Recreation | 20% | | | |
| 136 | Conservation of Biological Diversity | 10% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 2.8 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 2.8 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 80000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 63519 | 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

- Continue participation with the development and implementation of environmental management master plans for Magens Bay, Estate Adventure Trail, and Great Pond Park recreation areas and a Magens Bay watershed advisory committee. Habitat protection and restoration plans/procedures will also be used to restore and/or protect other critical habitats, areas of particular concern in the territory, and areas designated as part of the VI Territorial Park initiative established by the Legislature of the VI in 2004.
- Develop resource conservation education outreach materials to engage the islands' growing immigrant populations and disseminate materials and information utilizing an innovative approach that incorporates and builds upon indigenous knowledge and practices.
- Develop websites, educational materials, workshops, presentations and demonstrations (informal learning sites) that relay information regarding native plants, ecosystems and habitats; naturalized, exotic, endangered and threatened plant species; urban forestry and other resource conservation issues.
- Utilize the media to promote Natural Resources programs through various methods, including, but not limited to, radio and television PSAs, television video spots, E-education, local talk shows (radio & TV), and presentations.
- Identify and/or develop technical materials related to resource conservation; pollution control practices; and native, medicinal, naturalized, exotic, endangered and threatened plant species for use by researchers, policymakers and regulatory personnel.
- Provide technical assistance on a variety of topics, including but not limited to, plant identification, selection and maintenance; native, naturalized, exotic, endangered and threatened plant species; natural products development, environmental assessment; ecotourism development and other resource conservation issues to government agencies, community groups, various areas of the private sector, students and the general public.
- Play a lead role in facilitating the interaction of community groups and leaders to address natural resource conservation and management issues, as well as pollution control and prevention.
- Conduct ecotours for local schools and groups (mostly on St. Croix) to stimulate interest in careers in science, ecotourism or environmental management and to provide students and others with a general introduction to VI natural and cultural resources.

2. Brief description of the target audience

- Policymakers and regulatory personnel, community groups, teachers and students, business community, non-governmental organizations, and the general public.
- Those charged with managing public recreation areas including the Magens Bay Authority, VI Territorial Park Advisory Committee, St. Croix East End Marine Park Committee, and Great Pond Park.
- Local environmental associations and Rotary Clubs that engage in activities to conserve and manage the VI environment.
- Immigrant populations whose practices (land clearing techniques, littering, etc.) negatively impact VI natural resources. Efforts will be made to identify contacts.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 300 | 500 | 120 | 600 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Education/Classes in natural resources management, VI forest ecosystems

| Year | Actual |
|------|--------|
| 2013 | 10 |

Output #2

Output Measure

- Workshops -VI forests, medical plants, environmental landscaping, watershed awareness, VI cultural and natural history, ecotourism, in-door air quality

| Year | Actual |
|-------------|---------------|
| 2013 | 7 |

Output #3

Output Measure

- One on One consultation with residents, government employees, students

| Year | Actual |
|-------------|---------------|
| 2013 | 160 |

Output #4

Output Measure

- Tours of VI natural areas for students and community groups

| Year | Actual |
|-------------|---------------|
| 2013 | 5 |

Output #5

Output Measure

- E-education - NREM websites updated

| Year | Actual |
|-------------|---------------|
| 2013 | 1 |

Output #6

Output Measure

- Publications, articles, posters related to natural resources and environmental management

| Year | Actual |
|-------------|---------------|
| 2013 | 5 |

Output #7

Output Measure

- Demonstration site relating to native plants, environmental management

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

Output #8

Output Measure

- PSA's

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #9

Output Measure

- Fairs

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

Output #10

Output Measure

- TV/Media

| Year | Actual |
|-------------|---------------|
| 2013 | 143 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | The recommended BMP's in environmental management master plans will be adopted by one natural resource manager annually. Successful plans will be used as prototypes for other critical habitats, parks and areas designated as part of the VI Territorial Park. |
| 2 | After attending non-formal education programs, the number of people who adopt recommended landscaping practices, incorporate native plants into their landscapes, protect and/or enhance soil resources for agriculture, construction, and landscaping will increase by 30% |
| 3 | As a result of direct and indirect contacts the number of adults and students who adopt practices that protect native plants and their habitats because of their increased understanding of the human effects on native ecosystems will increase by 200 |
| 4 | Increase the number of stakeholders (government personnel, developers, community groups and students) who became more aware of the connections between terrestrial and marine communities, how watersheds function, and the importance of watershed protection by 500. |
| 5 | Based upon watershed research, the number of projects within targeted watersheds which protect water quality will increase by one, annually. |
| 6 | The number of Virgin Islands youth who increase their awareness of VI natural and cultural resources, and careers in environmental management and ecotourism will increase annually by 300 |

Outcome #1

1. Outcome Measures

The recommended BMP's in environmental management master plans will be adopted by one natural resource manager annually. Successful plans will be used as prototypes for other critical habitats, parks and areas designated as part of the VI Territorial Park.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Magens Bay Authority and other local government agencies, Forest Stewardship Advisory Committee (U.S. Dept. of Forestry), St. Croix Environmental Assoc. and the Nature Conservancy (NGOs), or private landowners with conservation areas who manage natural areas but are limited in their management resources. Hotel managers and developers are also responsible for implementing sound environmental management practices to protect their properties and critical natural resource habitats.

What has been done

CES helped partners (Magens Bay Authority, VI Department of Agriculture, St. Thomas Humane Society, Rotary Clubs, My Brothers' Table) develop natural resource management plans related to landscaping with native plants and preserving native plant communities. CES provided requested information to CZM permit applicants about landscape management plans, and contributed to several Forest Stewardship Program management plans that landowners (3+ acres) are required to follow to receive program benefits.

Results

CZM major permit applicants included recommendations by CES in landscape plans. As a VI Dept. of Agriculture Forest Stewardship Program member, CES approved a master plan (i.e. native forest conservation) included in the purchase agreement of a large St. Croix conservation property through the Forest Legacy Program. Landowners enrolled in the Forest Stewardship Program followed master plans approved by CES. CES provided technical assistance to Rotary Clubs and My Brothers' Table (apprentice program for "youth at risk") related to restoring and establishing native plant communities in parks and school campuses.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 112 | Watershed Protection and Management |
| 123 | Management and Sustainability of Forest Resources |
| 134 | Outdoor Recreation |
| 136 | Conservation of Biological Diversity |

Outcome #2

1. Outcome Measures

After attending non-formal education programs, the number of people who adopt recommended landscaping practices, incorporate native plants into their landscapes, protect and/or enhance soil resources for agriculture, construction, and landscaping will increase by 30%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 55 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Developers, engineers, architects, environmental groups, resource managers, businesses and property owners requested technical information to protect landscapes and the environment, comply with the VI government permitting requirements for earth-change operations and construction or to develop urban landscape plans.

What has been done

Through phone/office consultations, publications, site visits, volunteer training, web outreach, and e-education, CES provided clients with information about native plants in various ways including: conservation, environmental landscaping, plant identification, plant uses, forest conservation, plant selection for urban forests and erosion control. CES increased collaboration with professionals involved with developing plans and outreach programs to introduce native plants into urban and park landscapes.

Results

DPNR personnel (CZM, DFW, and Permits) referred permit applicants to CES for assistance with identifying and preserving native plant communities on construction sites, as a result, applicants selected native trees for projects. CES convinced several individual landowners to preserve or cultivate native plants. The VI Environmental Associations and Rotary Clubs utilized CES

strategies for protecting and planting native plants on public properties. Landscape architects and businesses were assisted with developing lists of suitable native plants for landscaping public planting projects including the landscape restoration of Charlotte Amalie.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 112 | Watershed Protection and Management |
| 123 | Management and Sustainability of Forest Resources |
| 136 | Conservation of Biological Diversity |

Outcome #3

1. Outcome Measures

As a result of direct and indirect contacts the number of adults and students who adopt practices that protect native plants and their habitats because of their increased understanding of the human effects on native ecosystems will increase by 200

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 200 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many educators, resource managers, students, environmental groups, developers, environmental professionals, architects, engineers and the general public want to increase their understanding of V.I. native plants/natural ecosystems and the effects of human alterations to natural ecosystems.

What has been done

CES delivered information to students, landowners and advisory committees about how humans impact native plant habitats. Tours were conducted to evaluate human impacts on native plant ecosystems, and CES is developing a website on native plants and their uses.

Results

CES trained UVI students to manage plant specimens in the CES Herbarium, develop plant databases and create educational webpages focusing on VI native flora. Ethnobotanical information derived from the herbarium collections is now available on a CCAM-CES website.VI 6-12 grade

teachers continue to utilize materials about VI native flora originally developed by CES. The UVI Master of Environmental Science Program and Yale University used the CDC-CES book, Island Peak to Coral Reef, and it was recommended by tour companies and the VI National Park. As a result of CES site visits, phone and office consultations, clients indicated that their awareness of the issues affecting terrestrial resources increased along with developers NREM information about VI native plants useful for landscaping. UVI faculty recruited NREM staff to help design activities related to VI native plants for the Plant Biology classes; resulting in a website designed by students about campus native plants.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 123 | Management and Sustainability of Forest Resources |
| 136 | Conservation of Biological Diversity |

Outcome #4

1. Outcome Measures

Increase the number of stakeholders (government personnel, developers, community groups and students) who became more aware of the connections between terrestrial and marine communities, how watersheds function, and the importance of watershed protection by 500.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 200 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Stakeholders (government personnel, developers, community groups, resource managers, educators, students) requested information about the connections between terrestrial and marine communities and watershed protection. Reasons for requests included: concern about environmental degradation, environment management in Territorial Parks, protection of coastal resources on hotel and private properties, DPNR requirements that permit applicants consult CES for technical information, class assignments.

What has been done

CES delivered information about watershed protection through partnerships with: VI Forest Stewardship Program, school & community groups, beach managers, UVI science faculty and

environmental management masters program, Yale University Watershed Management Program, My Brothers' Table (vocational training), and developers. Contacts were made during site visits, informal meetings, field trips, advisory committee participation, phone consultations and publication distribution.

Results

Through regular contacts with stakeholders involved with coastal resources, CES learned about local resource management issues and possible land-based sources of impacts to coastal water. CES management recommendations to address these issues were followed by resource managers or stakeholders. Watershed information shared with working groups, students, resource managers (Magens Bay Authority, Lindberg Bay concessions/stakeholders) was incorporated into management strategies or research activities. As member of the VI Forest Stewardship and Forest Legacy Program committees, CES participated in the development of long-range strategies to purchase and conserve VI priority watersheds and watershed management plans adopted by private property owners enrolled in programs. CES exhibits informed the public about the usefulness of key coastal and mangrove plants within a watershed context.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 112 | Watershed Protection and Management |
| 123 | Management and Sustainability of Forest Resources |
| 136 | Conservation of Biological Diversity |

Outcome #5

1. Outcome Measures

Based upon watershed research, the number of projects within targeted watersheds which protect water quality will increase by one, annually.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 3 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Those directly and indirectly responsible for watershed management (Magens Bay Authority, National Park Service, UVI, Governmental agencies, property owners, NGOs) require research-based information to be able to make the best decisions regarding watershed protection.

What has been done

CES continued to provide technical assistance to the Yale U. School of Coastal and Watershed Management graduate program, and UVI environmental management graduate students who are investigating VI watershed management issues and conducting long-term monitoring of VI guts and mangroves. CES research related to VI native plants in specific habitats enabled environmental associations and resource managers to select the best trees to plant in coastal parks.

Results

Recent research-based products developed with CES input have provided resource specialists and managers with useful data on which to base management decisions and planning. Serving as an advisor to a UVI Master of Marine and Environmental Management graduate student, NREM staff assisted with the development of a research project investigating the effects of human impacts on St. Thomas mangrove plants including possible implications for future mangrove resource management. Native trees continued to be successfully planted in coastal VI territorial park and on construction sites near coastal areas to help filter stormwater runoff.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-------------------------------------|
| 112 | Watershed Protection and Management |

Outcome #6

1. Outcome Measures

The number of Virgin Islands youth who increase their awareness of VI natural and cultural resources, and careers in environmental management and ecotourism will increase annually by 300

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1035 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The VI has an economy based on tourism attracted by the natural and cultural resources and scenic beauty of the islands. Both residents and tourists rely on the high-quality presentation and maintenance of these valuable resources to preserve the economy, standard of living and the environment. VI residents, especially VI youth, need guidance into interesting careers in the local economy that support environmental management and protection.

What has been done

CES continued to provide St. Thomas cab drivers/tour operators and other vendors with information about Virgin Islands natural resources to be used in educational tours conducted for tourists and local school students. VI tour company websites advertised and recommended CES natural resource publications. CES continued to provide developers of ecotourism destinations with information about the value of preserving and featuring natural habitats. CES assisted with conserving VI properties suitable for ecotourism.

Results

Taxi tour directors incorporated CES information into their tours and continued to indicate that the information provided by CES improved the educational value of their tours. The developers of a St. Thomas cultural and natural history park and wildlife petting zoo continued to follow CES's recommendations regarding the use of native plants in the landscape. CES publications about native plants and ecosystems were used and promoted by VI tour companies. Through its involvement with the Forest Stewardship and Forest Legacy Programs, CES helped preserve Forests and cultural features on St. Croix properties with ecotourism potential. The VI Economic Development Agency, the State Historic Preservation Society, local businesses and landscape architects were provided with technical assistance with developing a plan to restore areas of natural (native plant) landscapes in Charlotte Amalie with the goal of increasing the town's attraction as an ecotourism destination.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 134 | Outdoor Recreation |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

CES maintained good relationships with staff in various VI governmental regulatory agencies that affect VI natural resources management including the VI Dept. of Planning and Natural Resources, Waste Management Authority, the VI Dept. of Agriculture and the Environmental Protection Agency. There is a high amount of turnover in the VI government agencies and recent economic recession continue to affect and slow VI government

regulatory environmental policy-making and enforcement. Consequently, it is difficult to establish very effective long-term relationships that can result in policy changes and training. Also, many of the employees in these agencies acknowledge the need for more comprehensive enforcement of environmental laws, but they are already overextended and need additional staff support to effectively enforce existing regulations, or they may be experiencing resistance to change at the legislative level. Recent governmental fiscal cutbacks restrict hiring staff. Some employees are hesitant about enforcing environmental regulations because of various political pressures.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Clients responded favorably to the informal evaluation methods used by CES, especially in-person, one-on-one conversations. Clients and viewers verbally indicated interest and approval after NREM presentations or media appearances. Standard evaluation forms are used during workshops and training programs, and Research project reports were peer-reviewed. UVI students and faculty involved with CES in environmental research projects have indicated that they value CES's guidance and technical assistance; they also indicate that they wish to continue partnering with CES on new projects.

Key Items of Evaluation

All key items of evaluation were used.

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Climate Change: Water Quality Program

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 |
|---------|---|-----------------|-----------------|----------------|----------------|
| 101 | Appraisal of Soil Resources | 10% | | | |
| 104 | Protect Soil from Harmful Effects of Natural Elements | 10% | | | |
| 111 | Conservation and Efficient Use of Water | 10% | | | |
| 112 | Watershed Protection and Management | 10% | | | |
| 133 | Pollution Prevention and Mitigation | 60% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.9 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 0.0 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 80000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 80000 | 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

Train local government agency personnel, maintenance professionals, community groups and non-governmental organization representatives, and volunteers to deliver information on water quality protection to their respective audiences and the general public utilizing the V.I. Home & Farm Water Quality Assessment (VI*A*Syst) program.

Develop and disseminate locally-oriented outreach materials related to water conservation, drinking water protection, wastewater disposal and best management practices for pollution prevention for delivery through the VI*A*Syst program, with particular emphasis on materials targeted towards youth and under-served audiences.

Educate homeowners and renters about residential environmental management including use of least-toxic household products and non-point source pollution control to protect aquatic ecosystems utilizing VI*A*Syst materials.

Develop publications, workshops, and presentations that relay information on the issues of watershed protection, non-point source pollution control, drinking water protection, and wastewater disposal and best management practices to reduce impacts to the general public.

Utilize the media to promote Water Quality programs through various methods, including, but not limited to, radio and television PSAs, television video spots, local talk shows (radio & TV), and videotapes of workshops, presentations, and symposia.

Identify and/or develop technical materials related to water conservation, drinking water protection, watershed planning, and non-point source pollution control practices and systems for use by policymakers and regulatory personnel, and disseminate information related to these topics through the V.I. Non-point Source Newsletter, NPS Update.

Provide technical assistance on a variety of topics, including but not limited to, erosion, sediment, and stormwater control; xeriscaping - incorporating native, drought-tolerant plants into the landscape; watershed planning; water quality assessment; drinking water protection; and environmental assessment, to government agencies, community groups, various areas of the private sector, and the general public.

Conduct watershed studies utilizing oceanographic and GIS technology to Investigate Effects of Land-based Pollutants on Water Quality and Marine Resources in cooperation with other UVI components Conservation Data Center (CDC), V.I. Experimental Program to Stimulate Competitive Research (VI EPSCoR) and Center for Marine and Environmental Studies (CMES). Project goals are to further scientific research, promote educational outreach and improve natural resource management programs.

2. Brief description of the target audience

Policy-makers and regulatory personnel, community groups, teachers and students, business community, non-governmental organizations, and the general public.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 400 | 1600 | 150 | 300 |

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 |
|---------------|-----------|----------|-------|
| Actual | 2 | 0 | 2 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Education/Classes/Training in water quality protection and VI * A * Syst Program

| Year | Actual |
|------|--------|
| 2013 | 1 |

Output #2

Output Measure

- Workshops / Presentations about water quality protection, less toxic household products and NPS BMP's through the VI * A * Syst Program, on-site wastewater treatment, cistern care, and

watershed protection.

| Year | Actual |
|-------------|---------------|
| 2013 | 31 |

Output #3

Output Measure

- One-on-one consultations with residents, government employees, students

| Year | Actual |
|-------------|---------------|
| 2013 | 320 |

Output #4

Output Measure

- Tours of VI natural areas with students, community groups and others to raise awareness about watersheds and water quality protection.

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

Output #5

Output Measure

- Educational/research publications, articles, posters, newsletters, GIS maps related to non-point source pollution, on-site wastewater treatment, watersheds, VI * A * Syst, and protection of VI native plant communities.

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

Output #6

Output Measure

- PSAs

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #7

Output Measure

- Fairs

| Year | Actual |
|-------------|---------------|
| 2013 | 8 |

Output #8

Output Measure

- TV/Media

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Awareness of the health risks associated with water quality impairment and water and wastewater treatment systems will increase, and one hundred fifty (150) homeowners will learn how various household substances (i.e. Fat/Oil/Grease & Pharmaceuticals and Personal Care Products, etc.) can potentially negatively affect onsite wastewater treatment systems (OWTS), water resources, marine life and human health. |
| 2 | Thirty five (35) VI OWTS designers, wastewater practitioners and regulatory personnel will learn about OWTS designs and management practices recommended in CES training classes. |
| 3 | Requests for site visits and VI*A*SYST assessments and presentations will increase. 75 clients or more will each adopt at least one VI*A*SYST recommended practice such as the use of non-toxic household products, etc. |
| 4 | Fifty (50) homeowners will improve cistern water quality by following CES recommendations. |
| 5 | Over 250 VI youth will become aware of the vital connections between human activities and water quality, how land-based activities affect coastal water quality, and why watershed protection is important to them and their well-being. Youth and volunteer involvement in water quality protection and resource conservation will increase. |

Outcome #1

1. Outcome Measures

Awareness of the health risks associated with water quality impairment and water and wastewater treatment systems will increase, and one hundred fifty (150) homeowners will learn how various household substances (i.e. Fat/Oil/Grease & Pharmaceuticals and Personal Care Products, etc.) can potentially negatively affect onsite wastewater treatment systems (OWTS), water resources, marine life and human health.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 16 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Nutrification and contamination of surface, groundwater and coastal waters from leaking septic systems is considered to be a major problem in the VI. Nonpoint Source Pollution from defective septic systems impacts human health and marine resources.

What has been done

Technical assistance continued to be provided to a St. Thomas condominium homeowners association to facilitate the replacement of a defective septic system with a package onsite wastewater treatment plant (OWTS).

Results

An alternative package OWTS was successfully installed at a condominium with follow-up inspections by CES.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-------------------------------------|
| 112 | Watershed Protection and Management |
| 133 | Pollution Prevention and Mitigation |

Outcome #2

1. Outcome Measures

Thirty five (35) VI OWTS designers, wastewater practitioners and regulatory personnel will learn about OWTS designs and management practices recommended in CES training classes.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Developers and architects seek technical information from CES about alternative OWTS systems. The Virgin Islands Department of Planning and Natural Resources (DPNR) referred architects, businesses, developers to CES for specific technical assistance with alternative OWTS installations.

What has been done

CES provided developers and architects with alternative OWTS information during site visits.

Results

Based on CES technical assistance a developer and architect are adopting CES recommendations regarding the installation of an alternative OWTS in an office complex construction site near a coastal territorial park. Property owners were provided with information about septic system design based on guidelines developed by CES WQ Regional Project partners from the URI Onsite Wastewater Treatment Demonstration Center.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-------------------------------------|
| 112 | Watershed Protection and Management |
| 133 | Pollution Prevention and Mitigation |

Outcome #3

1. Outcome Measures

Requests for site visits and VI*A*SYST assessments and presentations will increase. 75 clients or more will each adopt at least one VI*A*SYST recommended practice such as the use of non-toxic household products, etc.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 10 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Custodial professionals, business owners, school students, the general public and the natural environment can be exposed to negative effects caused by the use of toxic household products. Many residents rely on maintaining healthy cistern catchments for their water supplies.

What has been done

Through its VI*A*SYST program, CES continues to make numerous presentations to the VI population promoting the use of non-toxic household products for protecting human health and the environment. Presentations were made to school groups, church congregations, scouts, businesses, maintenance professionals, government agencies and environmental groups. Cistern care also is promoted in these presentations and during individual consultations.

Results

The VI*A*SYST presentations continue to be very popular with all segments of the VI community. After attending VI*A*SYST presentations, many individuals indicated that they would start using non-toxic household products. Several attendees have referred others to CES for information on non-toxic household products also after the airing of the TV shows persons requested more information. Persons have been buying much more of the non-toxic products as many of the stores have run out from time to time.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-------------------------------------|
| 112 | Watershed Protection and Management |
| 133 | Pollution Prevention and Mitigation |

Outcome #4

1. Outcome Measures

Fifty (50) homeowners will improve cistern water quality by following CES recommendations.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|-------------------------------------|
| 133 | Pollution Prevention and Mitigation |

Outcome #5

1. Outcome Measures

Over 250 VI youth will become aware of the vital connections between human activities and water quality, how land-based activities affect coastal water quality, and why watershed protection is important to them and their well-being. Youth and volunteer involvement in water quality protection and resource conservation will increase.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 170 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

VI youth and their instructors need basic scientific information about the unique connections between land and sea and how human activities affect water quality. With the rapid urbanization in the VI, the youthful population will be the most affected by land-use impacts degrading water quality.

What has been done

CES provided graduate students in environmental management programs with technical assistance and information relating to research projects. Publications co-authored or co-researched CES publications continued to be used for instruction by educators and librarians. CES designed educational displays to appeal to younger students.

Results

UVI's Marine and Environmental Management Program and Yale's Coastal and Watershed Management Program graduate students continue to utilize information provided by CES in watershed research projects on St. Thomas, focusing on water quality monitoring in impacted St. Thomas guts and watershed analysis pertaining to the effects of watershed activities on near-shore resources, mainly coral reefs.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 101 | Appraisal of Soil Resources |
| 104 | Protect Soil from Harmful Effects of Natural Elements |
| 112 | Watershed Protection and Management |
| 133 | Pollution Prevention and Mitigation |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Turnover is high in some VI Government agencies, mainly due to political elections and recent fiscal constraints at the governmental level. It is difficult to establish very effective long-term relationships that can result in policy changes or effective training. Employees in these agencies acknowledge the need for more comprehensive enforcement of environmental laws, but they are overextended and need additional staff support to effectively enforce existing regulations. They also acknowledge the need to produce new regulations regarding the onsite wastewater system installation and protection of various native forest communities in watersheds. Political pressures can impede with enforcement and the development of new regulatory policies. DPNR-DFW, DEP, and CZM have developed long-term partnerships with CES resulting in workshops, grants, client referrals and resource management initiatives. CES continues its productive association with the local EPA office.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

CES communicated closely with VI governmental partners, NGOs, environmental groups and the business community. These clients responded favorably to the informal, mostly verbal, evaluation methods used by CES during all stages of program implementation. Post workshop evaluations were distributed, and evaluations were favorable. Research project reports and publications are peer-reviewed.

Key Items of Evaluation

All key items of evaluation were used.

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Climate Change: Urban Forestry Program

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 |
|---------|---|-----------------|-----------------|----------------|----------------|
| 123 | Management and Sustainability of Forest Resources | 20% | | | |
| 124 | Urban Forestry | 80% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.6 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 1.6 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 52000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 42000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 12000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

Partnerships will be established and strengthened with public and private agencies, and community leaders and groups to provide education, information, and technical advice to the general population. This will be achieved through the use of publications, seminars, mass media, field days and exhibits as well as personal contacts.

2. Brief description of the target audience

The targeted audience will be public and private landowners and agencies, community leaders and organizations, youth groups, and civic organizations.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 1782 | 5000 | 293 | 500 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of educational classes in tree identification

Year Actual

2013 3

Output #2

Output Measure

- Number of workshops/demonstrations on tree care including pruning, planting, selection etc.

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

Output #3

Output Measure

- Number of outreach opportunities to aid in the restoration of trees after storms.

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #4

Output Measure

- Number of one-on-one consultation with residents about tree care.

| Year | Actual |
|-------------|---------------|
| 2013 | 35 |

Output #5

Output Measure

- Number of articles/publications on tree care and urban forest management

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #6

Output Measure

- Number of fairs and exhibits displaying best management practices and other information pertaining to the Urban Forestry

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

Output #7

Output Measure

- Number of seminars on economic opportunities available through using and/or recycling forest resource

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Increase the number of homeowners, landowners, policy makers who become more aware of the potential economic, social, and environmental contributions of the urban and suburban forest by 10% |
| 2 | Increase the number of homeowners, residents and landowners, public and private agencies, and nonprofit organizations who increase their knowledge of the care and management of the urban forest by 10% |
| 3 | Increase the number of homeowners, landowners, municipalities who actively reduce, reuse, and recycle yard waste by 5% |
| 4 | Increase the number of residents who restore urban trees following hurricanes and tropical storms by 10% |
| 5 | Increase the number of landowners and residents who expand entrepreneurial opportunities from the urban and suburban forest resources by 10% |

Outcome #1

1. Outcome Measures

Increase the number of homeowners, landowners, policy makers who become more aware of the potential economic, social, and environmental contributions of the urban and suburban forest by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1017 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The reuse and recycling of organic waste is a key strategy in reducing the volume of items entering our landfills. Turning recyclable products into moneymaking opportunities is a way for individuals within our community to earn additional income or become fulltime entrepreneurs. The V.I. Department of Human Services (DHS) has launched the Senior Community Service Employment Program (SCSEP) to provide interested senior citizens with skills that would make them employable or start their own business.

Ensuring that the next generation develops an appreciation for the benefits of trees is important as urban development continues to reduce forested areas of the V.I. CES staff provides information to schools and youth groups through publications, lectures and walking tours.

What has been done

CES sponsored the 7th Annual Virgin Islands Woodworkers Expo at the Tutu Park Mall in St. Thomas and the Market Place in St. John. This was the second time that the Expo was held in St. John.

CES has partnered with DHS to conduct a series of workshops to include in landscaping and gardening.

CES staff conducted a walking tour of trees on a portion of the St. Thomas campus for the 4-H Summer Academy where they learned about the benefit of trees and products that could be made from recycled trees. Extension staff talked to children at the Lindberg Bay Headstart about the benefit of trees. Two groups of young people were provided with an educational coloring book entitled "Trees are Good". Extension staff conducted 2 lectures to two (2) groups of senior citizens on the benefits of trees. The Agriculture and Food Fair of the Virgin Islands gave CES staff a venue to reach a large number of residents with information about native trees.

Results

Ten (10) persons on St. Croix and eight (8) persons on St. Thomas from the SCSEP became more aware of the benefits of trees and ten popular trees that grow best in the urban landscape. Seven (7) individuals representing all three islands participated in demonstrations of their woodworking skills, provided one-on-one exchanges, and sold items that were made from reclaimed trees and tree parts. Forty (40) students and four (4) adults from three schools on St. Thomas became more aware of the opportunities to recycling tree parts. On St. John five (5) woodworkers participated in the Expo. Over the six-day period, approximately nine hundred to one thousand (900-1000) adults attended the expo on St. Thomas and approximately 400 hundred on St. John.

At the Virgin Islands Agriculture and Food Fair, approximately, three hundred (300) persons increased their knowledge of hazardous tree conditions and became more aware of the variety of native trees that are adapted for this environment.

Seventeen (17) youth and three adults (3) from the 4-H summer academy on St. Thomas and twenty-five (25) children and (3) adults became more aware of the role that trees play in their environment. The youth have in their new coloring book, an age appropriate reference for their library.

4. Associated Knowledge Areas

| | |
|----------------|---|
| KA Code | Knowledge Area |
| 123 | Management and Sustainability of Forest Resources |

Outcome #2

1. Outcome Measures

Increase the number of homeowners, residents and landowners, public and private agencies, and nonprofit organizations who increase their knowledge of the care and management of the urban forest by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| | |
|-------------|---------------|
| Year | Actual |
| 2013 | 250 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Sensitizing the next generation of Virgin Islands youth as to the importance of trees in the environment is important for the future of sustainable resource management. Providing age appropriate resources and educational opportunities is key to increasing awareness of the benefits of trees and effectively communicating best management practices.

What has been done

Extension presented a lecture and demonstration to 4-H summer academies on both islands about the care of trees.

Results

Seventy (70) adults and two-hundred eleven (211) youth became more aware of the proper way of taking care of trees around their home and in public places especially as interact with kenep and other local fruit and ornamental trees.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 123 | Management and Sustainability of Forest Resources |
| 124 | Urban Forestry |

Outcome #3

1. Outcome Measures

Increase the number of homeowners, landowners, municipalities who actively reduce, reuse, and recycle yard waste by 5%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The reuse and recycling of organic waste is a key strategy in reducing the volume of items entering our landfills. Turning recyclable products into money-making opportunities is a way for individuals within our community to earn additional income or become fulltime entrepreneurs.

What has been done

CES sponsored the 7th Annual Virgin Islands Woodworkers Expo at the Tutu Park Mall in St. Thomas and the Market Place in St. John. The Expo provided residents an opportunity to observe

how trees and tree parts can be recycled for personal use and for profit. CES also participated in the annual Earth Day Celebration sponsored by the Friends of the National Park in St. John with a display of a model compost bin and finished compost.

Results

Seven (7) individuals representing all three islands participated in demonstrations of their woodworking skills used in recycling and reclaiming trees and tree parts. Forty (40) students and four (4) adults from three schools on St. Thomas became more aware of the opportunities to recycling tree parts. On St. John five (5) woodworkers participated in the Expo. Over the six day period, approximately nine hundred to one thousand (900-1000) adults attended the expo on St. Thomas and approximately 400 hundred on St. John. The compost sample and compost bin display at the Earth Day celebration helped the approximately one hundred fifteen (115) youth and sixty (60) adults increased their knowledge of how compost is made and became more aware of the benefits of compost.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 123 | Management and Sustainability of Forest Resources |
| 124 | Urban Forestry |

Outcome #4

1. Outcome Measures

Increase the number of residents who restore urban trees following hurricanes and tropical storms by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Tropical storms are a fact of life in the territory. Trees in general are negatively affected in some way depending on the severity of the storm. Urban trees in particular are adversely affected by storms because generally they are growing in less than ideal conditions thus, predisposing them to a higher risk of failure. If damaged trees aren't given corrective measures within a short time or fallen trees aren't erected right away, then chances of survival begin to diminish as time goes on.

What has been done

Appearances on local talk shows were the primary means of disseminating general information to residents whose trees were damaged by storms. Home and site visits by Extension staff were also used to assist residents in recovering and preserving damaged and or fallen trees.

Results

It is hard to determine with any accuracy the amount of individuals that actively were involved in restoring damaged and/or fallen trees. From observation, public and private maintenance crews, and nonprofit organizations were actively involved in tree restoration. Through onsite visits and telephone contacts, technical advice was provided to residents, landscapes crews, and any organization that was involved in forest restoration.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 123 | Management and Sustainability of Forest Resources |
| 124 | Urban Forestry |

Outcome #5

1. Outcome Measures

Increase the number of landowners and residents who expand entrepreneurial opportunities from the urban and suburban forest resources by 10%

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 7 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The reuse and recycling of organic waste is a key strategy in reducing the volume of items entering our landfills. Turning recyclable products into moneymaking opportunities is a way for individuals within our community to earn additional income or become fulltime entrepreneurs.

What has been done

CES sponsored the 7th Annual Virgin Islands Woodworkers Expo at the Tutu Park Mall on St. Thomas and the Market Place on St. John. Seven (7) individuals representing all three islands participated in demonstrations of their woodworking skills, provided one-on-one exchanges, and

sold items that were made from reclaimed trees and tree parts. During the expo, demonstrations were given by selected woodworkers showing how tree parts can be turned into valuable works of art.

Results

Over the six-day period, approximately one thousand four hundred and fifty (1450) adults and students attended the expo. Attendees became more aware of the potential for earning additional dollars or making a fulltime living from woodworking.

External factors which affected outcomes

Staff shortages and competing programmatic challenges resulted in less than maximum output which led to lower than expected outcomes.

Evaluation results

One-on-one and small group interviews were administered at the workshops and public events. They provided a good picture of the effectiveness of the lectures, poster presentations and publications.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 123 | Management and Sustainability of Forest Resources |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Staff shortages and competing programmatic challenges resulted in less than maximum outputs which led to lower than expected outcomes.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

Sustainable Energy

Reporting on this Program

Reason for not reporting

Activities for this program were reported under the 4-H Summer Camp and 4-H Management and Development Programs.

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-------------------|-------------------|-------------------|-------------------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 0.5 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} |
| Actual Volunteer | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} |

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

| Extension | | Research | |
|---------------------|-------------------|-------------------|-------------------|
| Smith-Lever 3b & 3c | 1890 Extension | Hatch | Evans-Allen |
| {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} | {NO DATA ENTERED} |

V(D). Planned Program (Activity)

1. Brief description of the Activity

Workshops, trainings, and seminars will be conducted in collaboration with the Virgin Islands Energy Office.

2. Brief description of the target audience

Homeowners, the general Virgin Islands population, 4-H youth and limited resource individuals.

3. How was eXtension used?

{No Data Entered}

V(E). Planned Program (Outputs)

1. Standard output measures

| 2013 | Direct Contacts Adults | Indirect Contacts Adults | Direct Contacts Youth | Indirect Contacts Youth |
|--------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 0 | 0 | 0 | 0 |

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

Patent Applications Submitted

Year: 2013

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

| 2013 | Extension | Research | Total |
|--------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of people participated.

| Year | Actual |
|------|--------|
| 2013 | 0 |

Output #2

Output Measure

- Number of people adapting new energy types.

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #3

Output Measure

- Number of people using solar energy.

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #4

Output Measure

- Number of people using wind energy.

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Number of people who adapted solar energy as an alternative energy source. |
| 2 | Number of people who adapted wind energy. |
| 3 | Number of people that bought energy efficient appliances. |

Outcome #1

1. Outcome Measures

Number of people who adapted solar energy as an alternative energy source.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|-----------|----------------|
| {No Data} | null |

Outcome #2

1. Outcome Measures

Number of people who adapted wind energy.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
{No Data Entered}

What has been done
{No Data Entered}

Results
{No Data Entered}

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|-----------|----------------|
| {No Data} | null |

Outcome #3

1. Outcome Measures

Number of people that bought energy efficient appliances.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

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

2013

0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

{No Data Entered}

What has been done

{No Data Entered}

Results

{No Data Entered}

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------|
|---------|----------------|

| | |
|-----------|------|
| {No Data} | null |
|-----------|------|

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Computer Training and Technology Program

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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 903 | Communication, Education, and Information Delivery | 100% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.6 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 1.6 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 50000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 50000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 50000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

AdvertisedtheComputerTrainingand TechnologyProgram

Conducted 9 eight-weeks Basic Computer Training Courses that taught how to use Microsoft Windows, MicrosoftWord, E-mail, and search for information using the World Wide Web.

2. Brief description of the target audience

The population consisted mainly of computer illiterate adults in the USVI that are from low income households. Also members of the clothing construction class.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 437 | 670 | 250 | 400 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Conduct a seven-weeks basic computer training course designed to increase the participants' knowledge and usage of computer in Basic Computer Maintenance, Microsoft Word 2000, and E-mail/Internet.

Year

Actual

2013 9

Output #2

Output Measure

- Conduct two days workshop on Internet communication.

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

Output #3

Output Measure

- Conduct four days workshops on Microsoft Excel

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

Output #4

Output Measure

- Conduct four days workshops on Microsoft Powepoint

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Participants will acquire/increase their knowledge and usage of Microsoft Window by 70%. |
| 2 | Participants will acquire/increase their knowledge and usage of Microsoft Word by 70%. |
| 3 | Participants will acquire/increase their knowledge and usage of E-mail by 70%. |
| 4 | Participants will acquire/increase their knowledge and usage of the Internet by 70%. |
| 5 | Participants will acquire/increase their knowledge and usage of Microsoft Excel by 70%. |
| 6 | Participants will acquire/increase their knowledge and usage of Microsoft Powerpoint by 70%. |

Outcome #1

1. Outcome Measures

Participants will acquire/increase their knowledge and usage of Microsoft Window by 70%.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 172 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a large population of computer illiterate adults. Some of these individuals need to acquire these computer skills in order to get employment to better their household income and to take advantage of new technology.

What has been done

Nine of the UVI CES eight-week Basic Computer Training Courses were conducted. These classes taught participants how to use Microsoft Windows.

Results

95% of individuals who participated indicated that they acquired/increased their knowledge and usage of Microsoft Windows

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

Outcome #2

1. Outcome Measures

Participants will acquire/increase their knowledge and usage of Microsoft Word by 70%.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 152 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a large population that does not know how to use MS Word. Microsoft Word is the most widely used word processing software. By acquiring or increasing their skills in MS Word, these individuals will be better equipped to seek employment or a promotion. They can also use MS Word in their day to day lives to make their tasks easier.

What has been done

Nine of the UVI CES eight-week Basic Computer Training Courses were conducted. These classes taught participants how to use Microsoft Word.

Results

90% of individuals who participated indicated that they acquired/increased their knowledge and usage of Microsoft Word.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

Outcome #3

1. Outcome Measures

Participants will acquire/increase their knowledge and usage of E-mail by 70%.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 172 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a large population that does not have and/or does not know how to use an e-mail account. These individuals can benefit from learning how to use an e-mail account as it can lead to saving money on postage and the ability to send information faster.

What has been done

Nine of the UVI CES eight-week Basic Computer Training Courses were conducted. These classes taught participants how to use E-mail.

Results

95% of the individuals who participated indicated that they acquired/increased their knowledge and usage of E-mails.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

Outcome #4

1. Outcome Measures

Participants will acquire/increase their knowledge and usage of the Internet by 70%.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 112 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a large population that does not know how to use the internet. The benefits of using the internet are various, and the broad range of information it provides makes the internet a valuable tool in an individual's life. Individuals also can perform a variety of tasks using the internet such as shopping, banking, and paying bills.

What has been done

Six of the UVI-CES Usefulness of Internet workshops were conducted.

Results

96% of the individuals who participated in the workshops indicated that they acquired/increased their knowledge and usage of the internet

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

Outcome #5

1. Outcome Measures

Participants will acquire/increase their knowledge and usage of Microsoft Excel by 70%.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 102 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a large population that does not know how to use the MS Excel. MS Excel is a very useful application when creating budgets, keeping track of loan payments, and a number of other useful mathematical calculations.

What has been done

Six workshops were conducted that focused solely on the uses of MS Excel.

Results

94% of the individuals who participated indicated that they acquired/increased their knowledge and usage of MS Excel.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

Outcome #6

1. Outcome Measures

Participants will acquire/increase their knowledge and usage of Microsoft Powerpoint by 70%.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 108 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a large population that does not know how to use MS PowerPoint. MS PowerPoint is a very useful tool when giving presentations and can also be used for learning within the classroom. Individuals who utilize PowerPoint are often more captivating and engaging with their audience versus an individual who uses standard note cards.

What has been done

Six workshops were conducted that focused solely on the uses of MS PowerPoint.

Results

93% of the individuals who participated indicated that they acquired/increased their knowledge and usage of MS PowerPoint.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Participants fill out a Pre and Post-Evaluation. That focus on the knowledge they acquired in the class.

Key Items of Evaluation

The evaluation showed that over 97% of students feel that the classes were useful and that they acquired new information that would help them in life.

V(A). Planned Program (Summary)

Program # 9

1. Name of the Planned Program

4-H Volunteer Development and Management Program

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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 801 | Individual and Family Resource Management | 10% | | | |
| 802 | Human Development and Family Well-Being | 65% | | | |
| 803 | Sociological and Technological Change Affecting Individuals, Families, and Communities | 10% | | | |
| 806 | Youth Development | 15% | | | |
| | Total | 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 | 2.0 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 6.0 | 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 |
| 60000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 60000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 40000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Continued work on 4-H publications and educational materials
- Organized 4-H enrollment/recruitment booths at World Food Day and two (2) local fairs
- Trained 25 adult and 25 teen volunteers using 4-H 101 curricula
- Due to limited funding, advertising was very limited
- Due to limited funding and decreased staff, participation in off-island conferences was not feasible; through grant funding, two (2) staff and one (1) teen leader were able to attend a 4-H Healthy Living training
- Continued work to identify and partner with other agencies and programs to maximize program reach
- Served as co-advisor for Collegiate 4-H chapter
- Due to limited staffing, no effort has been made to establish a 4-H Volunteer Leader organization or a 4-H Advisory Council/Foundation; 4-H staff serve on CYFAR Advisory Council and CES Advisory Council
- Continued work to begin the process of formalizing a local 4-H Volunteer Management framework.

2. Brief description of the target audience

- Current and newly recruited 4-H volunteer leaders,
- Low-income, at-risk, un- or underemployed adults residing in public/federally subsidized housing communities, and CYFAR clientele.
- 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.
- University of the VI students,
- 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 |
|--------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 250 | 1000 | 100 | 500 |

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 |
|--------|-----------|----------|-------|
| 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 |
|------|--------|
| 2013 | 2 |

Output #2

Output Measure

- Number of workshops, presentations and demonstrations conducted

| Year | Actual |
|------|--------|
| 2013 | 25 |

Output #3

Output Measure

- Number of youth and adult volunteer leaders, 4-H staff and partners trained

| Year | Actual |
|-------------|---------------|
| 2013 | 50 |

Output #4

Output Measure

- Number of partnerships, collaborations or cooperative agreements formed

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

Output #5

Output Measure

- Number of youth and adults volunteers and staff participated in off-island leadership development opportunities

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Number of organized 4-H clubs formed |
| 2 | Number of special interest or short-term groups formed |
| 3 | Number of organizational and infrastructure tools (policy and procedures manual, 4-H Leader's Organization, 4-H Advisory Council and Foundation) developed |
| 4 | Percentage of volunteers and staff adopting, implementing or utilizing effective leadership strategies: |

Outcome #1

1. Outcome Measures

Number of organized 4-H clubs formed

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 7 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A traditional 4-H club is designed to provide a safe, nurturing environment where young people can learn, grow, and experience new things in partnership with a caring, competent adult. Good clubs foster a sense of belonging, build competence, promote independence, self-efficacy and practice service.

What has been done

Teens (25) and adults (25) were trained on how to effectively incorporate the essential elements in 4-H club programming.

Results

Recruitment and training have resulted in two (2) new 4-H clubs joining five existing clubs on St. Croix and one (1) club on St. Thomas.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #2

1. Outcome Measures

Number of special interest or short-term groups formed

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 3 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In addition to the traditional 4-H club, special interest, short-term enrichment projects are a very effective tool to showcase what 4-H does well. In many cases, these strategies are a young person's introduction to 4-H.

What has been done

These strategies were provided to effectively target leader recruitment and member enrollment by promoting 4-H via a specific area of interest.

Results

The program continued to see great success with the 4-H Youth Garden Project; this past year, 86 youth and 12 adults participated in the annual kick-off workshop which led to the establishment of seven (7) school gardens, and one neighborhood garden.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #3

1. Outcome Measures

Number of organizational and infrastructure tools (policy and procedures manual, 4-H Leader's Organization, 4-H Advisory Council and Foundation) developed

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The local 4-H program continued to rely on 4-H program policies and guidelines promulgated by other states. It is clear that policies and guidelines that reflect local needs, and that are culturally relevant and responsive to the uniqueness of an island situation, are needed.

What has been done

Due to limited staffing, no significant progress has been made.

Results

Where and when possible, national and/or juried publications are used; all volunteer training is carried out using 4-H 101.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 802 | Human Development and Family Well-Being |

Outcome #4

1. Outcome Measures

Percentage of volunteers and staff 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 | 80 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Well-trained volunteers are the foundation of a successful, vibrant 4-H club system. Helping volunteers fully understand and practice the tenets of positive youth development is critical.

What has been done

4-H 101 has proven to be a very helpful tool in effectively training volunteers. This curricula is supplemented with the ?Essential Elements of 4-H Youth Development Programs to ensure a highly competent caring team of volunteers.

Results

A total of 25 adults and 25 teen leaders provided program leadership for seven (7) 4-H clubs, and five (5) special interest groups on St. Croix, and one (1) 4-H club, and one (1) special interest group on St. Thomas.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 802 | Human Development and Family Well-Being |
| 806 | Youth Development |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy

Brief Explanation

The current economic climate has critically impacted the U.S. Virgin Islands. In addition to salary reductions for staff, potential volunteer audiences are facing unprecedented economic challenges.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Formal evaluations have not been completed; anecdotal responses are positive.

Key Items of Evaluation

Evaluation ongoing.

V(A). Planned Program (Summary)

Program # 10

1. Name of the Planned Program

A Healthy, Well-Nourished Population

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 |
|---------|----------------------------------|-----------------|-----------------|----------------|----------------|
| 701 | Nutrient Composition of Food | 20% | | | |
| 703 | Nutrition Education and Behavior | 60% | | | |
| 724 | Healthy Lifestyle | 20% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 2.7 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 2.7 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 4.0 | 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 |
| 60000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 60000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 40000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Developed culturally sensitive nutrition and health education products and resources to be made available to professionals, students, and the public. The following are examples of the products and resources to be developed and made available for distribution:

- a beverage poster, brochure and/or flyer that lists the sugar and calorie content of commonly consumed beverages in the territory;

- a fruit and vegetable nutrient composition poster, brochure and/or flyer that highlights the nutritional value of local fruits and vegetables--it will include the vitamin, mineral, and fiber content of local fruits and vegetables;

- a poster, brochure, and/or flyer detailing the sodium, fat, cholesterol, carbohydrate, and fiber content of commonly consumed local foods;

- a diabetes exchange list booklet that included local foods and beverages; and

- a culturally sensitive cookbook using local and familiar produce.

- Conduct disease specific workshops, short courses, seminars, and other educational activities focusing on nutrition education and behavior change modification.

- Recruit and train staff and volunteers to deliver nutrition, diet, and health relevant information to the community.

- Develop and/or obtain culturally sensitive nutrition/health curriculum appropriate for school age children at all grade levels.

- Develop and maintain relationships with partners including government agencies, clinics, places of worship, public and private schools, senior citizen centers, and day care centers.

Develop a web page that relays information on issues relating to the program.

2. Brief description of the target audience

This program is directed at all U.S. Virgin Islands residents. However, special attention is given to high risk groups such as residents diagnosed with diseases such as diabetes, hypercholesterolemia, hypertension, and obesity; senior citizens; and school age children.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 1125 | 4656 | 1400 | 4098 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- a. Number of workshops, classes, and demonstrations facilitated or conducted.

| Year | Actual |
|------|--------|
| 2013 | 568 |

Output #2

Output Measure

- b. Number of volunteers recruited and trained to deliver nutrition education program.

| Year | Actual |
|------|--------|
| 2013 | 9 |

Output #3

Output Measure

- c. Number of fair-type settings in which nutrition/health information will be presented.

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

2013 5

Output #4

Output Measure

- d. Number of web sites developed and maintained.

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #5

Output Measure

- e. Number of nutrition and health education materials developed and made available to professionals, students, and the public.

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #6

Output Measure

- e. Number of partnerships with agencies and organizations that will assist in improving the health practices of U.S. Virgin Islanders.

| Year | Actual |
|-------------|---------------|
| 2013 | 12 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Number of individuals who have indicated benefits from developed educational materials. |
| 2 | Percentage of adults adopting and maintaining at least one healthy lifestyle practice |
| 3 | Number of school age children learning basic nutrition information. |
| 4 | Percentage of children adopting and maintaining at least one healthy lifestyle practice. |
| 5 | Increase awareness among the general public of the relationship between food intake, physical fitness, stress management and disease prevention. |
| 6 | Number of individuals who report improvement in health status (e.g., lower blood sugar, hemoglobin A1c, and/or cholesterol level). |

Outcome #1

1. Outcome Measures

Number of individuals who have indicated benefits from developed educational materials.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Virgin Islands continues to have inordinate levels of diabetes, hypertension, heart disease and cancer. To reduce the mortality and morbidity rates in the territory, efforts target access to culturally relevant materials to help reduce the aforementioned diseases.

What has been done

Emphasis was placed on distributing culturally relevant materials to enhance the community's knowledge of healthy nutritious options. A tropical fruit poster was distributed throughout the territory which utilized a five star scale indicating the amount of potassium. Fiber and Vitamin C in local fruit. Copies of MyPlate were also disseminated to all participants during the year.

Results

During this period, a booklet designed to accompany the fruit posters was initiated with anticipated completion in 2014. Over 1,000 copies of MyPlate were distributed to various organizations and individuals.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 703 | Nutrition Education and Behavior |

Outcome #2

1. Outcome Measures

Percentage of adults adopting and maintaining at least one healthy lifestyle practice

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 125 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

To offset aforementioned diseases, it is important for residents to adopt healthier dietary habits.

What has been done

Six to eight week nutrition classes were conducted with senior citizens, low-income residents and Head start participants, from kindergarten youth to senior citizens.

Results

Eighty percent (80%) of participants reported a positive change in their dietary habits by adopting at least one healthy lifestyle change. Changes revolved around increased consumption of fruits, vegetables, grains and level of exercise.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 724 | Healthy Lifestyle |

Outcome #3

1. Outcome Measures

Number of school age children learning basic nutrition information.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 1051 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Focusing on school aged children, it was seen as important to capture their interest and enthusiasm early to effect long-term changes within their families and to offset childhood obesity.

What has been done

Lessons were given through six to eight week sessions on basic nutrition. Schools and summer camp programs were targeted.

Results

The pre/post measure utilized indicated a change in knowledge based on responses of participants. In fact, there was a 15% increase in correct answers after the lessons.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #4

1. Outcome Measures

Percentage of children adopting and maintaining at least one healthy lifestyle practice.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1050 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With childhood obesity being a major problem in the VI, it is critical for youth to adopt healthy lifestyle practices early in their development.

What has been done

Youth received information on healthy lifestyle practices through a series of targeted sessions in the territory's schools and during the 4-H summer camp.

Results

Most youth reported at least one healthy lifestyle practice change as a result of the sessions.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #5

1. Outcome Measures

Increase awareness among the general public of the relationship between food intake, physical fitness, stress management and disease prevention.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1000 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

With high incidences of preventable diseases in the territory, it is critical that the general public be informed regarding the relationship between food intake, physical fitness, stress management and disease prevention.

What has been done

Collaborated with local Human Services and Health Department to conduct workshops on disease prevention.

Results

Participants expressed an increase awareness of the relationship of physical fitness, food intake and disease prevention.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 701 | Nutrient Composition of Food |
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #6

1. Outcome Measures

Number of individuals who report improvement in health status (e.g., lower blood sugar, hemoglobin A1c, and/or cholesterol level).

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Important to improve health outcomes in the Virgin Islands by improving blood pressure, hemoglobin A1c and cholesterol levels which are critical markers in the prevention of diseases.

What has been done

Collaboration with the Health Department and Human Services in providing information sessions.

Results

Anecdotal results are positive, formal evaluation has not been undertaken.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------------------------|
| 703 | Nutrition Education and Behavior |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Other (Cultural Environment)

Brief Explanation

Being in a hurricane prone area, all areas of life can easily be altered by these natural disasters. The dismal condition of the economy in the territory has had an adverse effect on residents' ability to fully implement certain healthy lifestyle changes due to diminished discretionary funds. The closing of the oil refinery on St. Croix has further adversely hampered residents' finances. High fat and high carbohydrate diets are deeply culturally engrained through many food driven traditional practices. Food related institutions reinforce the traditional diets which make change difficult. Virgin Islanders are no longer physically active relying heavily on automobiles.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Evaluation data is incomplete at this time.

Key Items of Evaluation

Evaluation data is incomplete at this time.

V(A). Planned Program (Summary)

Program # 11

1. Name of the Planned Program

Basic Food Safety Education - EFNEP and EFNEP Youth

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 |
|---------|---|-----------------|-----------------|----------------|----------------|
| 703 | Nutrition Education and Behavior | 65% | | | |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins | 25% | | | |
| 724 | Healthy Lifestyle | 10% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 2.8 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 2.8 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 2.0 | 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 |
| 30000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 30000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 65000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Identify new locations to conduct classes.
- Recruit and train staff and volunteers to deliver food safety information to EFNEP participants (adults and youth).
- Develop and/or obtain culturally sensitive food safety curriculum appropriate for EFNEP participants (adults and youth).
- Develop and maintain relationships with partners including government agencies, clinics, places of worship, public and private schools, senior citizen centers, and day care centers.
- Develop a web page that relays information on issues relating to the program.

2. Brief description of the target audience

The program targets all U.S. Virgin Islanders but especially low income individuals who are responsible for preparing the family's meal, school age children, and pregnant teens and adults.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 322 | 656 | 1571 | 112 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of 6-8 week class series conducted for EFNEP participants (adults and youth)

| Year | Actual |
|-------------|---------------|
| 2013 | 45 |

Output #2

Output Measure

- Number of volunteers recruited and trained to deliver food safety program

| Year | Actual |
|-------------|---------------|
| 2013 | 20 |

Output #3

Output Measure

- Number of fair-type settings in which food safety information will be presented

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #4

Output Measure

- Number of web sites developed and maintained

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #5

Output Measure

- Number of partnerships with agencies and organizations that will assist in improving the food safety practices of U.S. Virgin Islanders

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Number of adults learning basic food safety information |
| 2 | Percentage of adults adopting and maintaining at least one food safety practice |
| 3 | Number of school age children learning basic food safety information |
| 4 | Percentage of children adopting and maintaining at least one food safety practice |
| 5 | Increase awareness among the EFNEP participants about food safety issues related to personal hygiene, food storage, food preparation, and food handling |
| 6 | Increase awareness among the EFNEP participants about food safety issues related to eating away from home (e.g., restaurants, mobile food vans, food booths) and purchasing food from street vendors (e.g., fish) |

Outcome #1

1. Outcome Measures

Number of adults learning basic food safety information

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 322 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a high probability of food borne illnesses here in the territory due to the year-round warm climate. The unanticipated power shortages and the concomitant challenges with food preparation and storage create a ripe environment for food borne illnesses. Residents need as much information as possible to diminish the possibility of this becoming more of a health problem.

What has been done

The basics of food safety information was disseminated. Lectures, classes, experiential activities were conducted to cover topics centered around personal hygiene, food handling and storage, and food preparation in the prevention of foodborne illnesses. During the holiday season, it is critical to ensure the internal temperature of meats is stressed due to holiday preferences.

Results

Over 75% of participants correctly indicated the proper method of thawing frozen meats.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724 | Healthy Lifestyle |

Outcome #2

1. Outcome Measures

Percentage of adults adopting and maintaining at least one food safety practice

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 60 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Participants were required to adopt at a minimum of one food safety practice as a result of the lectures and demonstrations given on food safety to offset the possibility of food borne illnesses.

What has been done

Basic food safety information was disseminated to adults through a series of lessons over a 6-8 week period. This information was also disseminated at fair-type activities.

Results

Anecdotal information indicates some adoption of safety related practices as a result of the food safety instruction.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 703 | Nutrition Education and Behavior |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724 | Healthy Lifestyle |

Outcome #3

1. Outcome Measures

Number of school age children learning basic food safety information

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1571 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

School age youth being highly susceptible to food borne illness, need special efforts targeting prevention efforts relative to food borne illnesses. Focus was placed on proper refrigeration, cooking food at the proper temperature, and the importance of washing hands properly.

What has been done

Basic food safety information was disseminated to children over a 6-8 week period through lessons focused on all aspects of food safety. Sites included school enrichment sites and the summer program and fair-type events.

Results

Based on the pre-post measure utilized with the participants; more than seventy-five percent (75%) of the youth answered questions correctly on the pretest. On the posttest, ninety percent (90%) answered questions correctly.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 703 | Nutrition Education and Behavior |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724 | Healthy Lifestyle |

Outcome #4

1. Outcome Measures

Percentage of children adopting and maintaining at least one food safety practice

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 951 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

All youth enrolled in EFNEP and those attending food safety lectures and demonstrations need to adopt and maintain at a minimum one food safety practice as outlined in the information given.

What has been done

Basic food safety information was disseminated through 6-8 weeks of instruction along with dissemination of this information at fair-type events.

Results

No formal data is available at this time.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 703 | Nutrition Education and Behavior |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724 | Healthy Lifestyle |

Outcome #5

1. Outcome Measures

Increase awareness among the EFNEP participants about food safety issues related to personal hygiene, food storage, food preparation, and food handling

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 435 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

EFNEP participants and the general community need to care about individuals receiving food safety information regarding the importance of proper hand washing, avoidance of cross-contamination, cooking at proper temperatures and refrigerating promptly.

What has been done

Basic food safety information was disseminated through fairs and weekly instruction.

Results

Participants indicated an increase in awareness in the importance of being cognitive of food safety issues; for example, food handling and personal hygiene, and food storage and preparation. Both youth and adults attended the series of workshop sessions over a 6-8 week period.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 703 | Nutrition Education and Behavior |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724 | Healthy Lifestyle |

Outcome #6

1. Outcome Measures

Increase awareness among the EFNEP participants about food safety issues related to eating away from home (e.g., restaurants, mobile food vans, food booths) and purchasing food from street vendors (e.g., fish)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 130 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There are a large number of risk factors associated with outbreaks of food borne illnesses in the territory due to the tropical climate, numerous street vendors and unpredictable power outages.

What has been done

Basic food safety information was disseminated through weekly lessons.

Results

There is no data available at this time.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 703 | Nutrition Education and Behavior |
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |
| 724 | Healthy Lifestyle |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Other (Cultural Environment)

Brief Explanation

Natural disasters continue to plague program outcomes due to the unpredictability of hurricanes, floods, etc.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

No data is available at this time.

Key Items of Evaluation

No data is available at this time.

V(A). Planned Program (Summary)

Program # 12

1. Name of the Planned Program

Marketable Skills for Limited Resource Families, Youth and Communities

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 |
|---------|---|-----------------|-----------------|----------------|----------------|
| 801 | Individual and Family Resource Management | 75% | | | |
| 802 | Human Development and Family Well-Being | 15% | | | |
| 806 | Youth Development | 10% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.9 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 1.9 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 2.0 | 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 |
| 50000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 50000 | 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

- Conducted workshops and demonstrations to promote the different FCS program offerings. Set up volunteer recruitment 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 and professional development for volunteers, partners, 4-H/Family and Consumer Sciences/CYFAR staff, and CES personnel.
- Utilized multi-media outlets to promote FCS programs to attract potential clientele.
- Conducted workshops and short courses that help low-income, at-risk audiences build knowledge, skills and attitudes that will positively impact their quality of life.
- Collaborated with government departments, non-profit agencies, community-based programs, and special interest groups to recruit, train and support 4-H volunteer development.

2. Brief description of the target audience

- Current and newly recruited FCS participants,
- Low-income, at-risk, un- or underemployed adults residing in public/federally subsidized housing communities, and Children, Youth & Families at-Risk clientele.
- Clientele and staff being served through fellow UVI, CES and AES programs.
- Clientele referred from Department of Human Services, Department of Labor - Unemployment Office; V.I. Housing Authority- Tenant Services Office, and other agencies working with similar audiences.
- Parents of current 4-H club members and summer program participants.
- Youth and adults (general public) responding to multi-media 4-H volunteer campaign,
- Youth and adults indicating interest in FCS programs at World Food Day and fairs.
- Departments, agencies, clubs, and programs working with FCS.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 650 | 2500 | 80 | 750 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of short courses conducted

| Year | Actual |
|------|--------|
| 2013 | 6 |

Output #2

Output Measure

- Number of workshops facilitated as part of "Women at the Crossroads" short course

| Year | Actual |
|------|--------|
| 2013 | 26 |

Output #3

Output Measure

- Number of special interest workshops conducted

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

Output #4

Output Measure

- Number of youth, volunteers, staff and partners trained

| Year | Actual |
|-------------|---------------|
| 2013 | 135 |

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Through participation in Basic Clothing Construction Short Courses, participants will develop knowledge and awareness of sewing machine parts, basic tools and equipment, fabric line and design, measuring techniques, use of patterns, and glossary of terms |
| 2 | Through participation in Basic Clothing Construction Short Courses, participants will learn how to baste, stitch, trim and finish seam allowances using a serger, put in hems and waist bands, apply zippers, insert elastic, insert darts, and make button holes. Acquisition of these skills will allow participants to construct at least one simple outfit resulting in personal savings |
| 3 | As a result of completing the Basic Clothing Construction Short Course, 75% of participants will enroll in the Intermediate/Advanced level of this course. In addition to using basic skills developed in the basic course, participants will learn how to apply pockets and collars, put in linings, use more detailed patterns, and incorporate more difficult fabrics. Their skills and interest level will allow them to realize a savings and to use their skills to enhance their personal income by sewing for others |
| 4 | Through participation in the Crafts, Cultural Arts and Home Decorations Short Courses, participants will become aware of natural resources and recyclable items that can be used to make attractive handiwork and decorations for the home. Skills developed will include heat applications, designing of appliques, use of adhesives, creativity and layout, project finishing, and glossary of terms |
| 5 | As a result of their training and interest in this area, participants will provide outreach to and train church, school and youth group members about the personal and financial benefits of using recycled materials |
| 6 | Through participation in Crafts, Cultural Arts and Home Decorations Short Courses, participants will learn how to construct or assemble a variety of projects that can be used to beautify the home and serve as gifts. Additional personal income will be generated through either word-of-mouth sales or by establishing their own small home-based business |
| 7 | Through 'Women at the Crossroads', participants will develop knowledge of workforce preparation, personal development, personal finances, women's health and wellness issues, leadership and volunteerism |
| 8 | Through 'Women at the Crossroads' participants will prepare a letter of application, build a personal resume, conduct a mock interview, complete a job application template and assemble a personal portfolio in preparation for an actual entry level employment interview |
| 9 | Through 'Women at the Crossroads', participants will explore the impact that poise, personality, personal appearance, positive attitude and self-confidence have on enhancing family and workforce dynamics. As a result of their experiences, participants will select and model appropriate dress, and prepare and present a personal goals statement: |
| 10 | Through 'Women at the Crossroads', participants will develop a personal budget, establish a checking account, develop a living will and explore the benefits of investing |
| 11 | Through 'Women at the Crossroads', participants will learn about health issues impacting women, complete personal health screenings, identify nutritious foods and practice healthy eating habits |
| 12 | Through 'Women at the Crossroads', participants will build leadership skills needed to become effective volunteer leaders |
| 13 | As a result of graduating and being certified through the 'Women at the Crossroads' series, participants will successfully enter the workforce and/or improve their quality of living |

Outcome #1

1. Outcome Measures

Through participation in Basic Clothing Construction Short Courses, participants will develop knowledge and awareness of sewing machine parts, basic tools and equipment, fabric line and design, measuring techniques, use of patterns, and glossary of terms

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 80 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The enhancement of sewing and craft skills increases the possibility for generation of income and the opportunity to increase purchasing power which helps the local economy.

What has been done

Educational sessions, workshops and short courses were offered throughout the year and during the summer.

Results

Some participants have requested additional, more advanced classes, especially on St. Croix where the economy is in dismal condition.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #2

1. Outcome Measures

Through participation in Basic Clothing Construction Short Courses, participants will learn how to baste, stitch, trim and finish seam allowances using a serger, put in hems and waist bands, apply zippers, insert elastic, insert darts, and make button holes. Acquisition of these skills will allow participants to construct at least one simple outfit resulting in personal savings

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 75 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The community benefits from individuals with diversified skills who can contribute in a productive way to the local economy, increasing income and marketability.

What has been done

Workshops, short courses, summer camp and individual instruction were provided by staff to ensure targeted educational sessions.

Results

Participants are continually expressing an interest in more classes especially on St. Croix. to enhance their marketability skills.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #3

1. Outcome Measures

As a result of completing the Basic Clothing Construction Short Course, 75% of participants will enroll in the Intermediate/Advanced level of this course. In addition to using basic skills developed in the basic course, participants will learn how to apply pockets and collars, put in linings, use more detailed patterns, and incorporate more difficult fabrics. Their skills and interest level will allow them to realize a savings and to use their skills to enhance their personal income by sewing for others

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)

Participants given the opportunity to engage in the training/educational sessions especially appreciated the introduction of learning about batik on St. Thomas to increase their skills and position them for greater marketability.

What has been done

Most of the participants continue in advanced courses when staff is available.

Results

Requirements for completion of the short course were satisfied.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #4

1. Outcome Measures

Through participation in the Crafts, Cultural Arts and Home Decorations Short Courses, participants will become aware of natural resources and recyclable items that can be used to make attractive handiwork and decorations for the home. Skills developed will include heat applications, designing of appliques, use of adhesives, creativity and layout, project finishing, and glossary of terms

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 45 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Residents increase the ability to make items for their homes and gifts for families with cost savings coupled with the ability to make extra money for the family. .

What has been done

Participants completed all requirements in development of craft projects and home decorations utilizing their creativity with their new skills.

Results

There is a ground swell of requests for additional classes.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #5

1. Outcome Measures

As a result of their training and interest in this area, participants will provide outreach to and train church, school and youth group members about the personal and financial benefits of using recycled materials

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 125 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Every member of the community benefits from conservation efforts which preserve local resources.

What has been done

During the summer camp, all youth learned about the importance of recycling. Other modalities provided the opportunity for adults to become more aware of the importance of conserving natural resources.

Results

Participants were encouraged to share this information with neighbors, church members and other family members. Young people especially have a keen interest in this effort.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |
| 806 | Youth Development |

Outcome #6

1. Outcome Measures

Through participation in Crafts, Cultural Arts and Home Decorations Short Courses, participants will learn how to construct or assemble a variety of projects that can be used to beautify the home and serve as gifts. Additional personal income will be generated through either word-of-mouth sales or by establishing their own small home-based business

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 150 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The community benefits from gainful, productive activities which enhance family life.

What has been done

Trainings and educational sessions were provided to increase the earning potential of low income residents.

Results

Low-income participants achieved the goals of increasing their earning potential by applying the marketable skills acquired through this effort.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #7

1. Outcome Measures

Through 'Women at the Crossroads', participants will develop knowledge of workforce preparation, personal development, personal finances, women's health and wellness issues, leadership and volunteerism

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 30 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The general community benefits from a workforce that is adequately prepared.

What has been done

Individual instruction and technical assistance and workshops were provided.

Results

Participants developed more confidence in pursuing gainful employment due to the skills acquired through these efforts.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #8

1. Outcome Measures

Through 'Women at the Crossroads' participants will prepare a letter of application, build a personal resume, conduct a mock interview, complete a job application template and assemble a personal portfolio in preparation for an actual entry level employment interview

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 30 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The general community benefits from a well prepared populace which has the skills necessary to secure and maintain employment.

What has been done

Educational sessions were held to prepare participants for gainful employment.

Results

Participants fulfilled requisite requirements to prepare for workforce opportunities.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #9

1. Outcome Measures

Through 'Women at the Crossroads', participants will explore the impact that poise, personality, personal appearance, positive attitude and self-confidence have on enhancing family and workforce dynamics. As a result of their experiences, participants will select and model appropriate dress, and prepare and present a personal goals statement:

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 30 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Families in the Virgin Islands benefit concomitantly with the general community when participants are adequately prepared for the workplace.

What has been done

Educational sessions, workshops and presentations were offered to prepare residents for employment.

Results

Participants completed all aspects of the requirements to successfully complete sessions offered.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #10

1. Outcome Measures

Through 'Women at the Crossroads', participants will develop a personal budget, establish a checking account, develop a living will and explore the benefits of investing

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 26 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In light of the difficult financial situation in the VI, it is even more critical to develop financial strategies to enhance family survival.

What has been done

Workshops focused on investing, budgeting and establishment of checking accounts.

Results

Participants expressed an interest in receiving additional information on financial management.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #11

1. Outcome Measures

Through 'Women at the Crossroads', participants will learn about health issues impacting women, complete personal health screenings, identify nutritious foods and practice healthy eating habits

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 26 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Continued high incidences of diabetes, heart disease, high blood pressure and related illness demand that knowledge is disseminated to residents to encourage healthy eating habits.

What has been done

Presentations and targeted workshops on improving healthy dietary practices and the need to exercise were offered.

Results

Improved food preparation and safety practices were reported by participants with more emphasis being placed on utilization of healthier dietary practices.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

Outcome #12

1. Outcome Measures

Through 'Women at the Crossroads', participants will build leadership skills needed to become effective volunteer leaders

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 20 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Development of leadership skills is very important for the general community so that all residents' potential and skills can be maximized to better serve the community.

What has been done

Emphasis was placed on the positive relationship between leadership and volunteerism.

Results

Many participants volunteer in the 4-H/F&CS and other CES programs while also applying their skills to varied community venues.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |
| 806 | Youth Development |

Outcome #13

1. Outcome Measures

As a result of graduating and being certified through the 'Women at the Crossroads' series, participants will successfully enter the workforce and/or improve their quality of living

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 30 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The entire community cares because productive employment impacts everyone.

What has been done

Participants garnered more confidence in their pursuit of employment and explored varied opportunities.

Results

Participants pursued opportunities for employment more vigorously.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 801 | Individual and Family Resource Management |
| 802 | Human Development and Family Well-Being |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy

Brief Explanation

The continuing stagnant economy in the national arena has adversely effected the local situation. On St. Croix, the impact of the closing of the large oil refinery has multiplied negative outcomes created with this type of situation. Some residents have been forced to relocate to secure employment.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Pre/post results have been favorable.

Key Items of Evaluation

Anecdotal information has been highly favorable along with follow-up interview sessions.

V(A). Planned Program (Summary)

Program # 13

1. Name of the Planned Program

4-H Summer Program

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 |
|---------|-------------------|-----------------|-----------------|----------------|----------------|
| 806 | Youth Development | 100% | | | |
| | Total | 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 | 2.0 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.2 | 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 |
| 82000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 150000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 50000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Enrolled 212 youth, ages 5-14; 151 on St. Croix, 61 on St. Thomas
- Due to budgetary constraints, this summer day camp experience was reduced to 5 weeks

- Operated nine age appropriate thematic camps
- Advertised employment and enrollment via local media outlets
- Recruited and trained 35 summer staff and 4 volunteers
- Partnered with two government agencies to provide six (6) supplemental summer staff
- Conducted Parent Orientation for 85 parents
- Published eight (8) summer camp newsletters (4 @ site)
- Procured materials and supplies to support camp themes
- Facilitated field trips and other educational activities
- Introduced Public Speaking
- Incorporated Progressive Agriculture Safety Day as an integral component

2. Brief description of the target audience

- School-aged youth residing in the Virgin Islands,
- 4-H members, volunteer leaders and their parents
- 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
- High school and college students seeking summer employment
- Educators interested in summer employment

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 500 | 3000 | 750 | 5000 |

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 |
|--------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of digital newsletters promulgated

| Year | Actual |
|------|--------|
| 2013 | 8 |

Output #2

Output Measure

- Number of workshops, presentations and demonstrations facilitated or conducted

| Year | Actual |
|------|--------|
| 2013 | 55 |

Output #3

Output Measure

- Number of parents attending workshop(s)

| Year | Actual |
|------|--------|
| 2013 | 85 |

Output #4

Output Measure

- Number of teachers and students employed

| Year | Actual |
|------|--------|
| 2013 | 35 |

Output #5

Output Measure

- Number of students completing/meeting community service requirements as counselors in training

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

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 summer camp programs |
| 2 | Number of youth learning basic computer competencies |
| 3 | Number of youth building entrepreneurship skills |
| 4 | Percentage of youth adopting healthy lifestyles strategies |
| 5 | Percentage of participants constructing container or small gardens |
| 6 | Percentage of youth demonstrating leadership and life skills |
| 7 | Percentage of employees reporting successful use of counselor training and experience in future employment endeavors |
| 8 | Number of youth demonstrating knowledge gained, skills learned, positive attitudes |

Outcome #1

1. Outcome Measures

Number of children enrolled and reported on ES-237 as 4-H members in summer camp programs

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 208 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The UVI-CES 4-H Summer Academy continues to be the program of choice for far more children than we are able to serve especially on St. Croix. We continue to offer fun in a safe, nurturing, educational environment which parents appear to appreciate.

What has been done

This year, due to budgetary constraints, the program was shortened to five weeks; however, we still managed to enroll 212 youth which is comparable to enrollment for the previous year of 221. Returning 4-H members represent well over 40% of our enrollment, and nearly 50 new 4-H members were recruited from the 2012 summer camp rosters.

Results

The 2013 UVI-CES 4-H Summer Academy enrolled 212 youth, ages 5-14, employed 36 youth and adults as counselors, and provided 4 teens with volunteer/community service opportunities. In addition, six (6) CYFAR youth and 16 Military 4-H members were provided scholarships to attend.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|-------------------|
| 806 | Youth Development |

Outcome #2

1. Outcome Measures

Number of youth learning basic computer competencies

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 157 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Basic computer literacy skills are needed for young people to succeed in the 21st century.

What has been done

All campers on St. Croix receive computer literacy training via what is referred to as a 'special'. In addition, older campers have the opportunity to choose to take part in special technology-oriented tracks on St. Thomas.

Results

Under the leadership of UVI-CES IT and summer staff, campers published eight (8) newsletters and produced a short healthy living video clip. In addition, staff facilitated a station during the Progressive Agriculture Safety Day to promote Internet Safety for young people; all campers (212) visited this station.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #3

1. Outcome Measures

Number of youth building entrepreneurship skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 212 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Along with the national recognized 4-H mission mandates, entrepreneurship is particularly relevant for Virgin Islands youth, especially in the recent and present economically challenged climate in which we find ourselves. Unemployment on St. Croix just recently reached an all-time high of 16%. Every opportunity to equip youngsters with the skills and attitudes to improve their quality of living is critical.

What has been done

All campers are able to experience Mini-Society®, a widely recognized experientially-based entrepreneurship program supported by the Kaufman Foundation. The program culminates with campers bringing their products or services to market.

Results

This summer, campers created over 18 businesses from homemade cookies, to the Ultimate Game Store. In addition, a variety of service-oriented businesses provided massages and singing telegrams. At the close of Market Day, youth entrepreneurs earned enough to surpass last year's mark by nearly 25%.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #4

1. Outcome Measures

Percentage of youth adopting healthy lifestyles strategies

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 212 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

4-H members pledge their health to better living, and in keeping with the 4-H Healthy Living mission mandate, the V.I. 4-H program is committed to helping our young people reach their full potential by teaching, nurturing and practicing healthy habits.

What has been done

Working together with the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program (SNAP-Ed), and this year, with the added benefit of a 4-H Healthy Living grant, 4-H campers learned fundamental nutrition information, how to snack healthy, and the importance of increasing daily physical activity levels to promote optimum health.

Results

Twenty-six (26) teens enrolled in the Young Scholars program received regular EFNEP lessons; 24 Shining Stars benefitted from peer-led nutrition lessons as part of the 4-H VI: "Get Up, Get Out, Get Active" Healthy Living grant. In addition, every camper received regular nutrition lessons as part of their 5-week program. One camper, using the information gained, developed a business as part of Mini-Society®, selling fresh, frozen mango bites with great success.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #5

1. Outcome Measures

Percentage of participants constructing container or small gardens

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 67 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Gardening promotes good health, increases the level of physical activity, and heightens awareness of the importance of eating fresh produce. Gardens are also a great learning laboratory providing a multitude of hands-on learning opportunities across the curricula.

What has been done

Each year, at least one camp focuses primarily on agriculture and its importance in the community. This year, two camps - one on St. Croix; and one on St. Thomas - explored agriculture and its relationship to the rich local agrarian cultural heritage. Nearly 60 campers, learned about seeds and seedlings while planting their own kitchen gardens ? a collection of herbs historically planted in window box gardens within close reach of island cooks.

Results

A community garden bed established in St. Thomas in 2012, was revitalized by this year's campers. On St. Croix, campers transplanted over 75 herb seedlings which they were later able to take home. In addition, based on a proposal to establish a community garden at the campsite, a local private sector business donated two \$25 gift certificates to help start this garden.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #6

1. Outcome Measures

Percentage of youth demonstrating leadership and life skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 80 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This summer, opportunities abounded for campers to explore leadership and develop critical life skills. Each camp challenged campers to use their head, heart, hands and health in ways that helped them and their fellow campers "make the best better." The results were amazing; campers were recognized for their efforts and given the opportunity to share how they strived to be their best. In addition, guest speakers addressed conflict resolution, substance abuse and resiliency.

What has been done

Teaching the essential elements of 4-H is a critical component of summer camp counselor training to ensure that belongingness, mastery, independence and generosity become a natural consequence of 4-H camp programming all year around.

Results

The closing program was a showcase highlighting the many ways that 4-H campers demonstrate the essential elements. Two outstanding young people served as the master/mistress of ceremonies; each camp created and presented a closing number that celebrated what they had learned; and campers displayed projects or demonstrated their newly developed skills as part of their learning experience in the program.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #7

1. Outcome Measures

Percentage of employees reporting successful use of counselor training and experience in future employment endeavors

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 80 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

This year, the 4-H summer camp employed over 30 summer staff. Serving as a lead educator or working as part of the counselor team proved very helpful for many employees when they return to work with 4-H, seek employment elsewhere, or when developing a resume.

What has been done

Counselor orientation includes the essential elements, teamwork and team building, ages and stages of child development, constructive discipline strategies, and employing the experiential learning model. In many cases summer staff have reported being able to use this information in their regular employment.

Results

Summer staff routinely request that 4-H serve as a reference for future employment endeavors. In addition, although down from past years, over 65% of the summer staff return from year to year.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

Outcome #8

1. Outcome Measures

Number of youth demonstrating knowledge gained, skills learned, positive attitudes

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 212 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The philosophy of the 4-H Summer Camp program is to promote academic excellence through experiential learning while at the same time embracing the whole child, including social and emotional needs.

What has been done

Considerable emphasis is placed on selecting a counselor team that can provide a fun, yet safe, structured learning environment that provides a positive relationship with caring, competent adults. It is also important that young people are allowed to learn and express themselves through experiential learning.

Results

All campers were given ample opportunity to demonstrate knowledge gained, skills learned and attitude changes throughout the five-week program. Parents' Day, Market Day, Open House and the Closing Program all provide campers a venue to celebrate their achievements.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|-----------------------|
| 806 | Youth Development |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

The current economy continues to present severe economic challenges particularly on St. Croix. Every effort is made to ensure that the 4-H summer camp program is not only an excellent educational choice, but that it remains an affordable option as well.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Incomplete data collected at present.

Key Items of Evaluation

Incomplete data collection at present.

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: 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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 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 |
|---------------|-----------|----------|-------|
| 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 |
|-------------|---------------|
| 2013 | 3 |

Output #2

Output Measure

- Number of workshops, presentations and demonstrations conducted

| Year | Actual |
|-------------|---------------|
| 2013 | 35 |

Output #3

Output Measure

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

| Year | Actual |
|-------------|---------------|
| 2013 | 28 |

Output #4

Output Measure

- Number of partnerships, collaborations or cooperative agreements formed

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

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

| 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

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.

V(A). Planned Program (Summary)

Program # 15

1. Name of the Planned Program

Eastern Caribbean Extension Outreach and Interchange

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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 603 | Market Economics | 10% | | | |
| 606 | International Trade and Development | 10% | | | |
| 903 | Communication, Education, and Information Delivery | 80% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.2 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 1.2 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 41519 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 50000 | 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

Professional linkages were established with other agricultural organizations in the Eastern Caribbean. Shortcourses, workshops, and training sessions were conducted for agricultural specialists, youth leaders and volunteers. Extension specialists provided consultations on food and nutrition programs, sustainable agriculture, horticulture, and livestock production and management. Breeding animals were exchanged with other islands through the Breeders Exchange Program. A directory of individuals and institutions in agricultural research and development was expanded and updated. UVI/CES telecommunication systems for collaborative training with other regional institutions was utilized to train extension specialists and agents. Proceedings, newsletters and other publications were published for CFCS, CACHE, and CARAPA. CES assisted in the planning and execution of international and regional meetings for CFCS, CACHE, and CARAPA.

2. Brief description of the target audience

The target audience of this program was extension specialists, extension agents, district supervisors, extension educators and research scientists in the Eastern Caribbean. Producers and farm operators were also targeted for this oprogram. Regional institutions, homemakers and youth were also targeted.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 300 | 200 | 200 | 1000 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Agricultural linkages will be established with five organizations in the Eastern Caribbean countries.

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

Output #2

Output Measure

- International and regional workshops will be coordinated.

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #3

Output Measure

- Proceedings, newsletters and other publications will be published for CFCS, CACHE, and CARAPA.

| Year | Actual |
|-------------|---------------|
| 2013 | 1 |

Output #4

Output Measure

- Update and expand directory of individuals and institutions in agricultural research in the Eastern Caribbean.

| Year | Actual |
|-------------|---------------|
| 2013 | 1 |

Output #5

Output Measure

- Animal breeding stock will be exchanged between countries in the Eastern Caribbean.

| Year | Actual |
|-------------|---------------|
| 2013 | 350 |

Output #6

Output Measure

- Extension specialists will provide consultation on sustainable agriculture, horticulture and livestock production and management.

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

Output #7

Output Measure

- Provide forum for training youth leaders and volunteers (amount of youth trained).

| Year | Actual |
|-------------|---------------|
| 2013 | 150 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Agricultural linkages established with regional organizations |
| 2 | Interantional and regional workshops coordinated |
| 3 | Amount of animal breeding stock exported to Eastern Caribbean countries |
| 4 | Directory of individuals and institutions in agricultural research in the Eastern Caribbean |
| 5 | Proceedings, newsletters and other publications published for CFCS, CACHE, and CARAPA |

Outcome #1

1. Outcome Measures

Agricultural linkages established with regional organizations

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 4 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Agricultural scientists in the Caribbean need to establish and strengthen a good network to promote agriculture in the Caribbean

What has been done

Regional meetings were held for CFCS, CACHE, and the new extension communicators group

Results

Two new regional organizations were established to promote communication among extension personnel in the Caribbean.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|--|
| 606 | International Trade and Development |
| 903 | Communication, Education, and Information Delivery |

Outcome #2

1. Outcome Measures

Interantional and regional workshops coordinated

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Agricultural scientists in the Caribbean need a forum for exchange of information and coordination of regional projects.

What has been done

Four regional meetings were held in different Caribbean countries.

Results

Over 500 agricultural scientists were able to get together with their counterparts to share ideas and strengthen their communication networks.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|--|
| 606 | International Trade and Development |
| 903 | Communication, Education, and Information Delivery |

Outcome #3

1. Outcome Measures

Amount of animal breeding stock exported to Eastern Caribbean countries

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Improved breeding stock is needed to improve animal performance and development in the Caribbean

What has been done

Three hundred fifty breeding stock were exported to St. Eustatius and St. Maarten.

Results

This exchange program has helped in the improvement and establishment of breeding stock on these islands and has helped to improve productivity.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|-------------------------------------|
| 603 | Market Economics |
| 606 | International Trade and Development |

Outcome #4

1. Outcome Measures

Directory of individuals and institutions in agricultural research in the Eastern Caribbean

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An updated regional directory of individuals and institutions in agricultural research is needed in the Caribbean.

What has been done

A directory of scientists and institutions was updated and maintained.

Results

The directory has made it easier for communication among scientists in the Eastern Caribbean.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

Outcome #5

1. Outcome Measures

Proceedings, newsletters and other publications published for CFCS, CACHE, and CARAPA

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Assistance is needed by regional organizations in publishing newsletters, proceedings and other publications.

What has been done

Assistance continues to be provided to CFCS in the publication of their annual proceedings. Also, all CFCS proceedings were compiled into a single CD-ROM for easier review.

Results

Two hundred of the digitized copies of the proceedings were distributed to CFCS members.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 903 | Communication, Education, and Information Delivery |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Government Regulations

Brief Explanation

Ecconomic downturn continues to affect coordination of programs on most islands.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Complete formal evaluation is still in progress.

Key Items of Evaluation

V(A). Planned Program (Summary)

Program # 16

1. Name of the Planned Program

Childhood Obesity

- 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 |
|---------|----------------------------------|-----------------|-----------------|----------------|----------------|
| 703 | Nutrition Education and Behavior | 80% | | | |
| 724 | Healthy Lifestyle | 20% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.0 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 1.0 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 25000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 25000 | 0 | 0 | 0 |
| 1862 All Other | 1890 All Other | 1862 All Other | 1890 All Other |
| 26000 | 0 | 0 | 0 |

V(D). Planned Program (Activity)

1. Brief description of the Activity

- Identify new locations to conduct classes.

- Recruit and train staff and volunteers to deliver child nutrition information to SNAP-ED and EFNEP participants (adults and youth)
- Develop and/or obtain culturally sensitive childhood nutrition curriculum appropriate for SNAP-ED and EFNEP participants (adults and youth).
- Develop and maintain relationships with partners including government agencies, clinics, places of worship, public and private schools, senior citizen centers, and day care centers.
- Develop a web page that relays information on issues relating to the program.

2. Brief description of the target audience

The program targets all U. S. Virgin Islanders but especially low income individuals who are responsible for preparing the family's meals, school age children and youth meals.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 1110 | 656 | 1571 | 600 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of 6-8 week class series conducted for SNAP-ED and EFNEP participants (adults and

youths)

| Year | Actual |
|-------------|---------------|
| 2013 | 151 |

Output #2

Output Measure

- Number of volunteers recruited and trained to deliver nutrition education as related to prevention of childhood obesity

| Year | Actual |
|-------------|---------------|
| 2013 | 20 |

Output #3

Output Measure

- Number of fair-type settings in which nutrition education - prevention of childhood obesity information will be presented

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #4

Output Measure

- Number of websites developed and maintained

| Year | Actual |
|-------------|---------------|
| 2013 | 0 |

Output #5

Output Measure

- Number of partnerships with agencies and organizations that will assist in improving the eating and physical exercise habits of U.S. Virgin Islands children and youth

| Year | Actual |
|-------------|---------------|
| 2013 | 6 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Number of adults learning information about the prevention of childhood obesity |
| 2 | Percentage of adults helping children and youth to practice healthy lifestyles in order to prevent childhood obesity |
| 3 | Number of school-age children learning basic nutrition and physical fitness |
| 4 | Percentage of children adopting and maintaining at least one healthy eating habit |
| 5 | Increase awareness among the SNAP-ED and EFNEP participants about childhood obesity and its prevention and the issues related to poor nutrition, lack of daily physical activity and overeating |
| 6 | Increase awareness among the SNAP-ED and EFNEP participants about prevention of childhood obesity issues related to eating away from home (e.g., restaurants, mobile food vans, food booths, fast food establishments, vending machines) |

Outcome #1

1. Outcome Measures

Number of adults learning information about the prevention of childhood obesity

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 322 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Childhood obesity affects the entire community because of the associated diseases and related financial burden associated with increased medical costs. Also, there is a synergistic effect related to other diseases rampant in the community.

What has been done

Nutrition workshops were offered to educate the population on the prevention of childhood obesity. A partnership was formed between Cooperative Extension, Dept. of Education and several other groups in this effort.

Results

There were positive indications made as related to the children and their families awareness of healthy lifestyles in the prevention of childhood obesity.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #2

1. Outcome Measures

Percentage of adults helping children and youth to practice healthy lifestyles in order to prevent childhood obesity

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1320 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The VI government and the Dept. of Health are concerned because of the high rate of childhood obesity and overweight amongst VI children.

What has been done

Workshops have been conducted on good nutrition with the focus on increased eating of fruits, vegetables and whole grains; and decrease in fats, protein, sugar and appropriate portion sizes.

Results

There were positive indications made as related to children and their families' awareness of the need for healthy lifestyles in the prevention of childhood obesity.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #3

1. Outcome Measures

Number of school-age children learning basic nutrition and physical fitness

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 1320 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Virgin Island government and the Department of Health are concerned because of the high rate of childhood obesity and overweight among Virgin Island children.

What has been done

Nutrition lessons were provided to children in Head Start through high school. The focus of the sessions was on eating healthy and getting exercise. There was also a focus on decreasing the amount of food that individuals are consuming.

Results

There are positive indications that children are aware of eating healthy and the importance of physical activity.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #4

1. Outcome Measures

Percentage of children adopting and maintaining at least one healthy eating habit

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1320 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Public health organizations and the government are concerned because of the high rate of childhood obesity and overweight among Virgin Islands children and youth.

What has been done

Six to eight week nutrition lessons have been conducted in the schools throughout the territory.

Results

Nutrition educators have been a positive force in the increase in knowledge by children and youth of the territory as related to healthy eating and the importance of physical activity.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #5

1. Outcome Measures

Increase awareness among the SNAP-ED and EFNEP participants about childhood obesity and its prevention and the issues related to poor nutrition, lack of daily physical activity and overeating

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1320 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Virgin Islands government, Departments of Health and Education; and the general public are concerned about the obesity epidemic in the territory's children and youth.

What has been done

Workshops have been conducted as related to the prevention of childhood obesity.

Results

There have been positive indications that EFNEP and SNAP-Ed participants are aware of the issue of childhood obesity and are concerned.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

Outcome #6

1. Outcome Measures

Increase awareness among the SNAP-ED and EFNEP participants about prevention of childhood obesity issues related to eating away from home (e.g., restaurants, mobile food vans, food booths, fast food establishments, vending machines)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 1320 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Department of Health and Department of Human Services are aware of the problem of childhood obesity in the territory.

What has been done

Educational sessions focused on eating healthy and being aware of appropriate portion sizes when eating out.

Results

Clients are more aware of the importance of trying to select healthy foods and beverages and to control the amounts consumed when eating away from home.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|----------------------------------|
| 703 | Nutrition Education and Behavior |
| 724 | Healthy Lifestyle |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Other (Cultural Environment)

Brief Explanation

The Virgin Islands lies in a hurricane prone area. Natural disasters such as hurricanes disrupt all aspects of life in the territory.

The economy is fragile and can affect outcomes because an individual's ability to implement certain health practices is often influenced by their discretionary income. Currently, the VI has one of the highest unemployment rates in the nation.

The cultural environment of the VI may affect outcomes because current dietary practices (high carbohydrate and high fat diets) are deeply rooted in the community. In the past Virgin Islands were physically active; however now the majority of the population lead sedentary lifestyles.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Before and after instrument used.

Key Items of Evaluation

Post evaluation results indicated an increase in nutrition knowledge.

V(A). Planned Program (Summary)

Program # 17

1. Name of the Planned Program

Food Safety

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 |
|---------|---|-----------------|-----------------|----------------|----------------|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins | 100% | | | |
| | Total | 100% | | | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2013 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 1.0 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 1.0 | 0.0 | 0.0 | 0.0 |
| Actual Volunteer | 0.0 | 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 |
| 25000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 25000 | 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

- ° Identified new locations to conduct sessions
- ° Recruited and trained staff and volunteers to deliver food safety information to public
- ° Developed and maintained relationships with partners including government agencies, clinics, places of worship, public and private schools, senior centers and day care centers
- ° Continued to work on development of a web page that relays information related to the program.

2. Brief description of the target audience

The program targets all U. S. Virgin Islanders but especially low income individuals who are responsible for preparing the family's meals, school age children and youth meals.

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 |
|---------------|------------------------|--------------------------|-----------------------|-------------------------|
| Actual | 322 | 656 | 1571 | 112 |

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 |
|---------------|-----------|----------|-------|
| Actual | 0 | 0 | 0 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of 2 week class series conducted for Food Safety participants (adults and youth)

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #2

Output Measure

- Number of volunteers recruited and trained to deliver food safety education as related to prevention of foodborne illnesses

| Year | Actual |
|-------------|---------------|
| 2013 | 8 |

Output #3

Output Measure

- Number of fair-type settings in which food safety education will be presented

| Year | Actual |
|-------------|---------------|
| 2013 | 2 |

Output #4

Output Measure

- Number of web sites developed and maintained

| Year | Actual |
|-------------|---------------|
| 2013 | 1 |

Output #5

Output Measure

- Number of partnerships with agencies and organizations that will assist in improving the food safety practices of U.S. Virgin Island children, youth and adults

| Year | Actual |
|-------------|---------------|
| 2013 | 4 |

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|--|
| 1 | Number of adults learning information about the prevention of food borne illnesses |
| 2 | Percentage of adults helping children and youth to practice healthy food safety practices |
| 3 | Number of school age children learning basic food safety practices |
| 4 | Percentage of children adopting and maintaining at least one good food safety practice |
| 5 | Increase awareness among community participants about food safety education and information and the prevention of food borne illnesses. |
| 6 | Increase awareness among the adult and youth participants about prevention of poor food safety practices related to eating away from home (e.g., restaurants, mobile food vans, food booths, fast food establishments, vending machines) |

Outcome #1

1. Outcome Measures

Number of adults learning information about the prevention of food borne illnesses

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 322 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Food borne illnesses are a lurking menace in the community due to the tropical climate, power outages, inappropriate home storage, and purchasing and preparation practices. The entire community is concerned.

What has been done

Basic food safety information was disseminated through workshops, experiential activities, demonstrations, and lectures. The public received messages regarding the importance of proper personal hygiene, food storage and preparation, and food handling to prevent foodborne illnesses. During holidays, emphasis was placed on the importance of thawing meats properly and using a meat thermometer to make sure that meals are properly cooked.

Results

The public indicated more awareness of the risk factors for food borne illnesses.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |

Outcome #2

1. Outcome Measures

Percentage of adults helping children and youth to practice healthy food safety practices

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 150 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The entire community and the local Health Department want to prevent food borne illnesses.

What has been done

Demonstrations and lectures represent the different modalities employed to educate participants about the importance of food safety. They were required to maintain at least one practice; i.e. proper hand washing, avoidance of cross-contamination, and proper cooking and storing of food.

Results

Participants expressed a greater awareness of food safety information and importance.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |

Outcome #3

1. Outcome Measures

Number of school age children learning basic food safety practices

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 500 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a higher probability that youth will fall victim to food borne illnesses, therefore increased effort is necessary to impart basic food safety information; i.e, avoidance of cross-contamination, Importance of proper hand washing, proper cooking, and refrigeration procedures.

What has been done

Six to eight week sessions were held to disseminate proper basic food safety. This information was disseminated in schools, summer programs and at fair-type settings.

Results

Children were administered pre and posttest which yielded knowledge gain.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |

Outcome #4

1. Outcome Measures

Percentage of children adopting and maintaining at least one good food safety practice

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|------|--------|
| 2013 | 375 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Extra care needs to be taken in the territory to educate young people since the probability is high for foodborne illnesses.

What has been done

Basic food safety information was disseminated through a series of lessons over a 6-8 week period. These lessons occurred in schools, summer programs and at fairs.

Results

A pre-post measure was administered to the youth which demonstrated an increase in knowledge.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|---------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |

Outcome #5

1. Outcome Measures

Increase awareness among community participants about food safety education and information and the prevention of food borne illnesses.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 375 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Because of the tropical climate and other risk factors for food borne illnesses, participants needed to attend food safety sessions focusing on hand washing safety, importance of avoiding cross-contamination, proper food refrigeration and proper cooking of food.

What has been done

Basic food safety information was disseminated through weekly sessions, at fairs and summer programs.

Results

An increase in knowledge was displayed by participants as indicated by use of a pre-post measure.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |

Outcome #6

1. Outcome Measures

Increase awareness among the adult and youth participants about prevention of poor food safety practices related to eating away from home (e.g., restaurants, mobile food vans, food booths, fast food establishments, vending machines)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2013 | 750 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The unpredictable power shortages, tropical climate and large number of street vendors exponentially increases the likelihood of foodborne illnesses which require formal food safety training. It is critical that food safety education be implemented.

What has been done

Through workshops, classes and demonstrations, basic food safety information was disseminated.

Results

Pre-/post-evaluations were utilized.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|---|
| 712 | Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins |

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Other (Cultural Environment)

Brief Explanation

The territory is in a hurricane prone zone and when one occurs it can disrupt all aspects of life in the VI. The fragile economy is a factor due in part to a high unemployment rate and the closing of the largest private sector employer in the territory. Culturally reinforced eating habits including large portion sizes and diets high in fats and carbohydrates exacerbate attempts to change healthy eating habits. Sedentary lifestyles proliferate.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Incomplete data at this time.

Key Items of Evaluation

Incomplete data at this time.