

# 2014 University of the Virgin Islands Extension Annual Report of Accomplishments and Results

Status: Accepted

Date Accepted: 06/30/2015

## I. Report Overview

### 1. Executive Summary

The residents of the United States Virgin Islands continue to face increasing economic challenges; according to the Bureau of Labor Statistics (BLS) the overall rate of unemployment in the Territory in 2014 was 13.0% with the district of St. Croix having the highest level at 13.9%. As a result of these hardships residents are desirous of developing new marketable skills or enhancing their current skill levels. Furthermore, the available data from the BLS from 2012 through June 2014 shows the declining viability of local businesses. Overall more businesses consistently experienced economic failure and closure compared to the number of businesses that were established. The programs planned and executed by the Virgin Islands Cooperative Extension Service are designed to transform the lives of Virgin Islanders by addressing these concerns.

Based on the five year Plan of Work the Virgin Islands Cooperative Extension Service achieved most of its projected goals and objectives. Responses from our clientele indicated that the training initiatives, exhibits, workshops, short courses and other outreach efforts positively impacted the lives of Virgin Islands residents. Through these activities the CES staff engaged a total of 33,684 Virgin Islanders and awarded 354 certificates of program completion to clients. The following summary is presented in accordance with the national priorities of the National Institute of Food and Agriculture.

#### Goal 1: Global Food Security and Hunger

Projects initiated during the reporting period were designed to address local food security issues by imparting information to crop and livestock producers to enhance production and marketing strategies. In addition to farm visits numerous training initiatives were conducted for farmers, including demonstrations, workshops, exhibits, and short courses. Farmers acquired increased knowledge and skills through many initiatives of the Small Livestock and Beef Production Program, including ten (10) workshops on pasture establishment and management, marketing, rabbit, sheep, goat, poultry, and swine production. As a result of their newly acquired information and skills, producers realized increased income from their farming enterprises. Much of this growth in revenue was due to the establishment of improved pastures which allowed for longer grazing periods and lower costs for purchasing feed. In addition, the CES staff published factsheets on pig, rabbit, and poultry production which impart research based information on practices to improve management and increase production.

Through the Sustainable Agriculture Program information was disseminated to producers about practices that promote environmental stewardship, economic viability, and overall community well-being. The Beginning Farmers and Ranchers short course provided training in computerized farm financial recordkeeping, tropical fruit production, and marketing to increase knowledge and awareness among young and established farmers. The CES also partnered with the VI Department of Agriculture and the Cruzan Beekeeping Network to host the 7<sup>th</sup> Beekeeping Congress and the 2<sup>nd</sup> Caribbean Beekeeping College. Eighty eight (88) researchers, educators, and producers from 13 countries, 5 states and all three Virgin Islands increased their knowledge of the science of apiculture (beekeeping) in the Caribbean. More

than 150 research scientists, educators, and local farmers participated in the 50<sup>th</sup> Annual Meeting of the Caribbean Food Crops Society. This tropical agricultural conference included representatives from the 1890 Institutions, four 1862 land-grant institutions and nine Caribbean countries. Information on the National Organic Standards Program was disseminated to producers on St. Thomas and St. Croix in response to requests for training in organic farm production practices. Farmers on both islands also benefited from seminars regarding the establishment and management of farmers' cooperatives. Finally, the CES published a book entitled 'Tropical Fruits of the U.S. Virgin Islands and Their Nutritional Values'. This publication consists of valuable research based information regarding the dietary values, including sugar content, of fruits grown in the Virgin Islands.

Through the Urban Forestry Program the CES staff continue to impart general information and technical advice regarding the establishment and maintenance of trees in the public places. In addition to on-site consultations, the CES staff partnered with public and private sector entities to host exhibits, demonstrations and workshops. The Annual Agriculture and Food Fair of the Virgin Islands and the St. Thomas/St. John Agriculture and Food Fair provided opportunities for on-on-one consultations with attendees; the CES staff made approximately 200 contacts as a result of these activities. The Eighth Annual VI Woodworkers Expo which featured thirteen (13) of our premier artists attracted approximately 300 persons who gained increased awareness of the economic potential of recycling forest products. The CES staff also participated in two tree planting ceremonies during which time information was disseminated regarding the importance of trees and proper planting techniques. As a result of several school-based and interagency activities twenty (20) adults and two hundred thirty nine (239) children increased their knowledge of tree identification, the role of trees in the environment, and how trees should be managed. During a 'Father/Child' activity the CES partnered with the Department of Human Services to distribute "Trees are Good" coloring books to children.

In the area of Urban Gardening Program the CES staff conducted three (3) educational classes, six (6) demonstrations and generated two (2) publications. Through these initiatives approximately 20,000 indirect and 750 direct contacts were made to share information regarding the planning, establishment, and maintenance of urban garden plots using best management and technologies that maximize the efficient use of resources such as water. Other outreach formats for disseminating information about urban gardening included three (3) agricultural fairs and twelve (12) radio appearances. As a result of these efforts nine (9) urban gardens were established by residents and community organizations. Participants in these urban gardening activities reported cost savings in food purchases as a result of the increased production of vegetable crops.

## Goal 2: Climate Change

In the Natural Resources and Environmental Management Program the CES staff continued to participate in several planning committees and groups to address issues of climate change while sustaining the economic viability of on-going environmental management initiatives. Technical assistance was provided regarding the Magens Bay Authority, the Estate Adventure Trail, the Great Pond Park, and the VI Territorial Park project. A total of 420 direct and 1,100 indirect contacts were made to clients. The format used for information dissemination included four (4) workshops, 160 one-on-one consultations, four (4) tours, six (6) exhibits and demonstrations, fifty (50) TV/media appearances, and six (6) publications.

The CES staff continued to conduct outreach efforts through the Water Quality Program to individuals in the public and private sectors, including government agencies and organizations, community groups, and volunteers. The V.I. Home & Farm Water Quality Assessment (VI\*A\*Syst) program continues to be a very effective vehicle for information dissemination. A total of 880 direct and 2,850 indirect contacts were made as a result of eighteen (18) workshops and classes. CES clients were also informed through 160 one-on-one consultations, eight (8) fairs, and seven (7) TV/media appearances, eight (8) tours, and eight (8) local oriented educational publications. The technical information and materials shared covered topics such as

water conservation, drinking water protection, watershed planning, non-point source pollution control, soil erosion control, and xeriscaping.

#### Goal 4: Childhood Obesity

This program area seeks to educate families with limited resources through imparting knowledge, instruction, and hands-on training that will help families adapt a healthier lifestyle and enable them to make sound decisions about their health and well-being.

The goal of the Healthy, Well-Nourished population initiative is to develop and disseminate culturally sensitive educational resources to professionals, students, and the general public. Such information was shared with residents during six (6) fair-type events and partnerships were developed with four (4) agencies and organizations to improve information delivery to clients. Two hundred (200) clients reported benefiting from the educational resources shared, and 113 recorded changes in their behavior. In addition, six and eight week nutrition education classes were conducted and posters featuring tropical fruits and related nutrition information were produced.

Health related educational products and resources such as the MyPlate poster were made available to families by EFNEP educators who partnered with three (3) government agencies and organizations to assist in improving the nutritional habits of Virgin Islands youth. Approximately 1000 MyPlate posters were distributed to individuals and organizations throughout the Virgin Islands. During 2014, there were fourteen (14) 6-8 week nutrition classes conducted in both districts with approximately 776 participants in various public and private schools, clinics, places of worship, senior citizen and daycare centers that were directly provided with information regarding choosing and creating more nutritious and affordable food items, resulting in increased knowledge of nutrition for 280 participants.

#### Goal 5: Food Safety

In collaboration with four (4) other agencies and organizations basic Food Safety information was disseminated to adult and youth clientele regarding food safety practices and illness prevention. Three hundred seventy (370) adults and Five hundred fifty six (556) youth benefitted from food safety lessons (a series of two week classes) that were conducted as part of the EFNEP program. Presentations on food safety were also made during six (6) fairs and exhibits. As a result of these educational initiatives participants indicated increased awareness of the risk factors associated with food borne illnesses and eighty (80) persons indicated changes in behavioral practices. In addition, many children are practicing food safety skills by washing their hands, and keeping foods at their appropriate temperatures.

The CES developed partnerships with three (3) partner agencies and organizations to implement the Basic Food Safety information program which delivered pertinent information during six (6) fair-type events; 270 participants increased their knowledge of basic food safety while 50 recorded behavioral changes.

The annual 4H Camp was not conducted during the reporting period due to a lack of funding to support this initiative. However, the CES staff conducted a small scale summer program for eight (8) youth in the St. Thomas-St. John district. This three week initiative was designed to develop the clothing construction and culinary skills of the participants. All participants indicated and demonstrated increased knowledge and skill upon completing the program.

Through the 4H Volunteer Development and Management Program a total of 4,875 direct and indirect contacts were made to current and newly recruited volunteer leaders. Activities included the development of a 4H web page, a newsletter, 4H orientation as well as presentations and demonstrations that provided information about 4H/Youth Development Volunteer leadership opportunities. In addition, volunteer recruitment booths were established at the World Food Day event and during two agriculture fair events. Two (2) newly developed print media items and two (2) volunteer recruitment brochures were used to

promote the program. The CES staff trained a total of 93 adult volunteers, teen leaders and 4-H members using 4-H 101 and in-service training was provided for five (5) 4-H and CYFAR staff members on effectively organizing and supporting 4-H clubs.

Regarding 4-H youth development, two new clubs are being organized; efforts in developing special interest projects have resulted in the establishment of three (3) school gardens.

The seven week Computer Training and Technology Program directly or indirectly benefitted a total of 1,739 residents, including youth and adults. The participants developed skills in the usage of Microsoft Windows, Microsoft Word, E-mail accounts, and the World Wide Web for retrieving information. In addition, seventeen (17) workshops were conducted to increase participants' knowledge of Internet Communication, Microsoft Excel, and Microsoft PowerPoint. In every category of evaluation more than 90% of the participants reported increased knowledge and usage. As a result of these newly acquired skills and increased knowledge 188 participants are better prepared and more technologically equipped to assume new jobs to increase personal and family income as well as address computer-related work for family members.

All initiatives pertaining to Sustainable Energy have been reported under the section on 4H youth development.

#### Marketable Skills for Limited Resource Families, Youth and Communities:

The CES staff conducted workshops and demonstrations to promote its Family and Consumer Science program which targets families with limited resources within our community. Approximately 550 adults and 70 youths were exposed to and have benefited from participation in several short courses, including Basic Clothing Construction, Crafts, Cultural Arts and Home Decorations, and Woman at the Crossroads. There were 30 short courses conducted and 130 volunteers that participated in the implementation of the various courses.

These short courses were designed to increase knowledge and the awareness of the potential for generating increased income based on their newly acquired skills. Participants were also taught how to apply their diverse skills to realize cost saving measures.

#### Eastern Caribbean Extension Outreach and Interchange:

Professional relationships were established with five (5) agricultural organizations in the Eastern Caribbean region. Collaborative engagements with other regional institutions facilitated the training of extension specialists, agents, extension educators, district supervisors, and youth leaders. Extension specialists subsequently provided training/workshops on numerous topics, including food and nutrition, and crop and livestock production for 350 adults and 200 youths. Several meetings and conferences were held within the region, including the 50<sup>th</sup> meeting of the Caribbean Food Crop Society (CFCS) which was hosted on St. Thomas, Virgin Islands by the CES and its many partners. The Caribbean Council for Higher Education in Agriculture (CACHE) was also convened; 150 agricultural scientists in the Caribbean met to exchange information, share ideas and strengthen their communications networks. Also, the Caribbean Agro Economic Society held its meeting in the Eastern Caribbean region. As part of the regional meeting, it was learned that improved breeding stock was needed to enhance animal performance and development in the Caribbean. As a result, 150 breeding stock were exported to St. Eustatius which has helped in the improvement and establishment of breeding stock on that island. Agricultural related educational products and resources were used such as proceedings, newsletters and publications for CFCS, CACHE and CARAPA conferences.

**Total Actual Amount of professional FTEs/SYs for this State**

Year: 2014	Extension		Research	
	1862	1890	1862	1890
Plan	34.5	0.0	0.0	0.0
Actual	31.8	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, 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.

**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
- 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. These events and activities were advertised through local newspapers, the University's website, CES quarterly publication, and all 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

**Brief explanation.**

CES collected information and recommendations from its traditional stakeholders and Advisory Council members. 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.

**3. A statement of how the input will be considered**

- In the Budget Process
- To Identify Emerging Issues
- Redirect Extension Programs
- In the Staff Hiring Process
- 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
1085089	0	0	0

2. Totaled Actual dollars from Planned Programs Inputs				
	Extension		Research	
	Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
Actual Formula	1085089	0	0	0
Actual Matching	680514	0	0	0
Actual All Other	342000	0	0	0
Total Actual Expended	2107603	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%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.5	0.0	0.0	0.0
<b>Actual Paid</b>	2.5	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
30000	0	0	0

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

**1. Brief description of the Activity**

- A livestock brand registry was maintained to assist farmers and livestock agencies in identifying lost or stray livestock.
- A "Buy Local, Eat Fresh" program was continued to promote the purchase and consumption of locally produced animal products
- A parasite monitoring program was continued for all livestock farms to document parasite populations and concentrations, with data being used in tick control programs
- Test sites were set up and monitored for enhanced forage evaluation in pasture and drought conditions
- A program was initiated to demonstrate to producers the health and financial advantages of proper and adequate housing for livestock
- Methods of nutrition evaluation were demonstrated to producers so that they can determine the effects of reproduction and performance
- Demonstrated proper fencing techniques to make pastures and farms more secure against unwanted access
- Developed 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	900	30000	1000	10000

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	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
2014	10

**Output #2**

**Output Measure**

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

Year	Actual
2014	2

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	146

**Output #4**

**Output Measure**

- Farms would be visited for parasite monitoring and evaluation

<b>Year</b>	<b>Actual</b>
2014	15

**Output #5**

**Output Measure**

- Farms would be visited to weigh animals to monitor performance

<b>Year</b>	<b>Actual</b>
2014	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

<b>Year</b>	<b>Actual</b>
2014	1

**Output #8**

**Output Measure**

- Provide training to farmers in identification methods

<b>Year</b>	<b>Actual</b>
2014	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**

<b>Year</b>	<b>Actual</b>
2014	5

**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 increase 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 were established on two farms and continued monitoring is taking place on the seven farms already established.

**Results**

Three farms have already established their pastures and the two new farms are showing progress.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	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 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**

Classes were held for farmers 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 have increased. There is more demand for local products because of the improved quality of the products available.

### **4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	15

**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 "Virgin Fresh" in order to convince people to try local products.

**Results**

There has been tremendous increase in sales of livestock products. Public demand has grown exponentially, especially for fresh local eggs.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	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 track 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**

There has been reasonable success in educating farmers, although results were less than expected due to the current economic state of the territory.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	2

**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 classes were held to educate farmers as to the benefits of raising pigs on concrete floors.

**Results**

Two pig farmers invested in concrete and have started to raise their 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 still 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%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	4.1	0.0	0.0	0.0
<b>Actual Paid</b>	3.6	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
100000	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
100000	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 was farmers who are typically socially disadvantaged, limited resource individuals who lack 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	365	3000	20	150

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	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
2014	4

**Output #2**

**Output Measure**

- Number of publications

Year	Actual
2014	0

**Output #3**

**Output Measure**

- Number of announcements through print and electronic media

Year	Actual
2014	4

**Output #4**

**Output Measure**

- Number of farm visits and telephone contacts

Year	Actual
2014	98

**Output #5**

**Output Measure**

- Projects to increase farm water supply and water use efficiency

Year	Actual
------	--------

2014

0

**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%
5	Increase the number of agricultural professionals and farm mentors trained in sustainable GAP by 5%.



**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**

<b>Year</b>	<b>Actual</b>
2014	365

**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. Some existing farmers still rely on practices that are unsustainable. They need to be educated in current best management practices.

**What has been done**

The Beginning Farmer Training Program provided opportunities for new and experienced farmers to receive training in crop and livestock production. The goal of the program was to train new farmers in the fundamentals of production and to build capacity within the agriculture community. Three short courses were offered on St. Thomas; Computerized Farm Financial Record Keeping, Tropical Fruit Production, and Marketing. The UVI Small Business Development Center staff provided training on the rudiments of selling products in the market place. AES and the VI Department of Agriculture staff conducted a six (6) week course on the production of such tropical fruits as coconut, bananas, carambola, avocado, and mango.

CES partnered with the VI Department of Agriculture, and the Cruzan Beekeeping Network to host the 7th Caribbean Beekeeping Congress and the 2nd Caribbean Beekeeping College at the Albert Sheen campus. Researchers, educators, commercial and backyard beekeepers from 13 countries, 5 states and all 3 Virgin Islands spent one week educating and being educated on the art and science of apiculture (beekeeping) in the Caribbean.

The 50th annual meeting of the Caribbean Food Crop Society was held at the Sugar Bay Resort and Spa on St. Thomas. Over 150 research scientists, scholars, extension educators and local and regional farmers participated in the largest gathering of agriculture professionals in the Caribbean.

Farmers on St. Thomas and St. Croix received information on the National Organic Standards Program and Organic production from two nationally recognized experts in that area of agriculture.

Farmers on both islands also attended a seminar on the benefits of establishing a farmers

cooperative and networking with other farmers and farm organizations.

### Results

Approximately eighteen (18) individuals increased their knowledge of the fundamentals of fruit production. Sixteen (16) individuals became more aware of best practices for marketing commodities.

Eighty-eight (88) registered individuals increased their knowledge and awareness of such subjects as Natural Beekeeping, Caribbean Honey Bee Health Report, Africanized Honeybee Emergency Management, Bee Pests and Diseases and many more subjects.

Over seven (7) days, participants increased their knowledge and awareness of the latest advances in tropical food production, management, processing and distribution in the Caribbean.

Twenty-seven (27) farmers on St. Thomas participated in the Vegetable Production short course where attendees received theoretical and practical training in producing economically popular vegetables.

Farmers on St. Croix completed the Tropical Fruit Production Course where attendees received practical and theoretical training in producing popular and potentially economically viable tropical fruit.

Six (6) farmers received an introductory course in Pesticide Safety Education. This class is the prerequisite course for taking the pesticide certification course. Two of the six farmers have signed up for the next certification exam.

On St. Croix, 25 farmers completed the Computerized Farm Financial Planning and Record keeping short course where attendees gained practical experience in creating crop budgets and planting schedules.

Thirty-seven (37) farmers on St. Thomas received a CD with the national organic standards and other documents necessary to have a certified organic farm.

Twenty-three (23) farmers on St. Thomas received firsthand knowledge on cooperatives from a well-known retired professor and organic farmer from Southern University, Dr. Owoosu Bendele.

## 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**

<b>Year</b>	<b>Actual</b>
2014	300

**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 sell it in a different form. The later has the potential of increasing the overall income of that farmer. It also brings to the market place more choices for the consumer.

**What has been done**

During the annual World Food Day event, selected crops and livestock were featured through demonstrations and educational opportunities for the general public. Cucurbits, avocado, and tilapia were the featured commodities this year. Along with the production seminars, there were classes in which participants observed post-harvest processing and handling such as cooking, drink making, baking, preserving and drying of one or more of the featured commodities. 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.

**Results**

Approximately 300 farmers, agriculture professionals, home gardeners, and other residents learned how to grow and maintain cucurbits, and avocado trees and were provide with handouts on each subject. They also became more aware of the potential for increased income by converting unsold crops into value-added products. Participants also learn sustainable ways to raise and manage tilapia.

Thousands of residents increased their knowledge of the various uses and ways of preparing

value-added products from mango and other tropical fruits at Mango Melee and tropical fruit festival. They also became aware of the various flavors of different types of mangoes.

#### 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%

Not Reporting on this Outcome Measure

#### 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
2014	44

##### 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 agencies, 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 records and in some instance no records at all and thus disqualifying them from disaster

aid and/or denying them the opportunity to expand their operations.

**What has been done**

The Beginning Farmer Training Program provided opportunities for new and experienced farmers to receive training in crop and livestock production. Computerized Farm Financial Record Keeping shortcourse was offered.

**Results**

Nineteen (19) farmers on St. Thomas and 25 on St. Croix participated in a six-week short course designed to increase their knowledge of the importance of recordkeeping. The Computerized Farm Recordkeeping Short course introduced participants to the use of Quicken software as a means of managing the farm expenses.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
205	Plant Management Systems
307	Animal Management Systems
601	Economics of Agricultural Production and Farm Management

**Outcome #5**

**1. Outcome Measures**

Increase the number of agricultural professionals and farm mentors trained in sustainable GAP by 5%.

Not Reporting on this Outcome Measure

**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**

The external factors listed can seriously affect the outcomes of the program. Natural disasters negatively impact life in the islands. Priorities of the government as determined by the economy, policy changes and regulations will determine priorities for funding.

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

**Evaluation Results**

Information regarding knowledge gained and change in behavior was collected using online surveys. The responses indicated 96% increased their knowledge, 74% positively changed

their attitude, and 92% improved their skills.

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

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.2	0.0	0.0	0.0
<b>Actual Paid</b>	2.2	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
30000	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**

Conducted educational classes, workshops, seminars.

Developed publications, resource materials, curriculum guides.

Conducted field days, field demonstrations, exhibits and tours.

Conducted one-on-one counseling and site visits.

Used electronic and social media to promote the program.

**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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	750	20000	110	500

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	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

<b>Year</b>	<b>Actual</b>
2014	3

**Output #2**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	6

**Output #3**

**Output Measure**

- Number of educational classes in the benefits of proper gardening

<b>Year</b>	<b>Actual</b>
2014	6

**Output #4**

**Output Measure**

- Number of consultations with residents about gardening

<b>Year</b>	<b>Actual</b>
2014	125

**Output #5**

**Output Measure**

- Number of articles/publications on urban gardening management

<b>Year</b>	<b>Actual</b>
2014	2

**Output #6**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	3

**Output #7**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	12

**Output #8**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	2

**Output #9**

**Output Measure**

- Number of public and private entities and individuals establishing gardens

<b>Year</b>	<b>Actual</b>
2014	5

**Output #10**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	4

**V(G). State Defined Outcomes**

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

O. No.	OUTCOME NAME
1	Increase the number of 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**

<b>Year</b>	<b>Actual</b>
2014	83

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

**Issue (Who cares and Why)**

Exercise, increased flexibility, stress relief, the consumption of fresh fruits and vegetables and the associated money savings are good reasons to garden. Virgin Islands residents are reminded every day of the high cost of living, along with the negative effects poor health practices as is evident in the increased cases of heart disease, diabetes, high blood pressure, and obesity. Virgin Islanders continue to seek information and educate themselves on how they can make lifestyle changes that not only benefit them physically, but economically as well. Exposing the youth to the benefits of gardening and actively engaging them in the cultivation of vegetables, herbs and fruits is a sure way of preparing the next generation to make healthy choices.

**What has been done**

Extension staff participated in a radio call-in talk show called The Food and Health Connection on radio station WGOD 97.9 FM.

CES participated in the annual Department of Human Services Father/Child Activity Day at the Head Start facility on St. Thomas. Extension staff appeared on nine (9) occasions on radio station WGOD 97.9 FM to talk about gardening and to field questions from the listening audience.

Extension agriculture staff presented information on how gardening can be incorporated into the school's curriculum at the annual Youth Gardening Workshop sponsored by CES 4-H program held on the UVI Albert Sheen Campus. The Junior Gardening and Ecology Summer Program invited extension staff to talk with the youth and staff about the importance of growing your own food.

**Results**

Thousands of listeners to The Food and Health Connection increased their knowledge of the many benefits of building and maintaining their own garden. Under the guidance of extension staff, thirty (30) men participating in the Father/Child Activity Day increased their awareness of the

social and emotional benefits of gardening. Approximately, forty-five (45) students and eight (8) staff from various schools on St. Croix participated in workshops designed to help them incorporate gardening into the course work.

#### 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
2014	480

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

###### **Issue (Who cares and Why)**

Most homeowners, youth garden groups, and public and private agencies still use inefficient and costly growing practices in their landscape. With the high cost of living and limited water resources, gardeners of all types need to find ways to use the latest technology and most effective gardening practices in order to reduce cost. Even though some of the current technologies such as woven weed barriers, drip irrigation, and irrigation timers, have been recommended for over 20 years, many residents have never seen or used them before. Some homeowners experiment with practices that they have seen in a magazine or have been passed on by neighbors or family members. The inconsistent results they experience can be frustrating and discouraging. Some are just do-it-yourself persons and only need literature and/or personal contact in order to be successful.

###### **What has been done**

The annual Agriculture and Food Fair of the Virgin Islands provided CES with the opportunity to interact with a wide range of Virgin Islands residents who may have never utilized our services before. Extension staff continued to provide residents with information on growing their own vegetables. Extension staff also appeared on 2 local radio stations throughout the year to discuss a wide range of agriculture topics including gardening. During National Agriculture Week, CES

partnered with the VI Department of Agriculture (VIDOA) on various educational events around the district. On St. John Extension staff conducted a seminar entitled "How to Start A Vegetable Garden" at the St. John Academic Center in Cruz Bay. Extension staff joined the VIDOA staff and other farmers under the Sanderilla Thomas Bungalow in Market Square to celebrate the role agriculture plays in the life of the community.

Extension staff presented a lecture and answered questions from youth participating in the Junior Gardening and Ecology summer camp.

The annual Youth Gardening Workshop sponsored by the 4-H program was held on the Albert Sheen Campus of UVI.

### **Results**

Approximately, three hundred fifty (350) persons became more aware of various kinds of growing systems they can use to raise fresh vegetables. Over 100 copies of factsheets were provided as a resource for interested residents.

Thousands of radio listeners across the territory and beyond have increased their knowledge of building and maintaining growing systems around their homes and landscape.

Twelve (12) persons on St. John increased their knowledge of the fundamental of starting a vegetable gardening and were provided handouts on vegetable gardening in tires and raised beds.

Twenty-five (25) persons attending National Agriculture Week activities on St. Thomas increased their knowledge of various gardening subjects through one-on-one interaction with Extension staff and they received handouts on tire gardening.

Thirty-five (35) youth and five (5) adults from the summer camp increased their knowledge of growing and managing vegetables in the garden.

Approximately, forty-five (45) students and eight (8) staff participated in hands on workshops on planning a gardening, soil fertility and fertilizer, pest identification, and transplanting at the all-day event.

## **4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	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. Virgin Islands residents pay extremely high prices for food due to the additional cost of shipping and handling, store owners mark up, and utility costs. Home gardening is a way to reduce the cost of food, whereby residents could save money and possibly shift financial resources to other aspects of their life.

**What has been done**

Extension staff conducted home visits and demonstration garden tours, responded to telephone and email inquiries.

**Results**

No surveys were conducted to determine actual cost savings that residents realized. Anecdotal information from some residents suggests that some savings were realized as a result of creating a garden or augmenting a cultural practice.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	20

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Virgin Islands residents have been exposed to gardening either from practical experience or from visiting another garden. Some may have had gardens but gave them up for one reason or another. Some who have never gardened, probably wanted to but do not know how and where to begin. Youth need to experience the benefits of gardening as well. Obesity in the youth and adults is one of the concerns of healthcare professionals.

#### What has been done

Extension staff provided school administrators and teachers with information on the benefits of gardening through school visits and one-on-one contacts. Demonstration garden tours provided students and other interested residents with an opportunity to see a developed garden plot.

#### Results

Six (6) elementary schools developed raised bed and tire gardens with the assistance of CES staff. Twenty (20) residents began cultivating a garden with the assistance from extension staff.

### 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
2014	8

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Virgin Islanders discard tons of materials, including large amounts of 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 regarding the management of natural resources.



**What has been done**

One-on-one consultation was provided to the school garden coordinators about building new compost and maintaining existing piles.

**Results**

Three (3) elementary schools built their own compost piles.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
403	Waste Disposal, Recycling, and Reuse

**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
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation**

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

**Evaluation Results**

Staff shortages and budget cuts have severely hindered the ability to execute plans for the urban gardening projects. The ability to gather follow-up information regarding changes in behavior is lacking and needs to be implemented.

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

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.8	0.0	0.0	0.0
<b>Actual Paid</b>	2.8	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
105000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
45000	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

- Continued participation with the development and implementation of environmental management, habitat protection and restoration plans for territorial parks and recreation areas.
  - Continued 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 were also 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.
- Developed 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.
- Developed 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.
- Utilized 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.
- Identified and developed technical materials related to resource conservation; pollution control practices; and native, medicinal, naturalized, exotic, endangered and threatened plant species for use by researchers, policy-makers and regulatory personnel.
- Provided 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.
- Played 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.
- Conducted 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

- Policy-makers 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.

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	300	500	120	600

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	15

**Output #2**

**Output Measure**

- Workshops -VI forests, medical plants, environmental landscaping, watershed awareness, VI

cultural and natural history, ecotourism, in-door air quality

<b>Year</b>	<b>Actual</b>
2014	4

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	160

**Output #4**

**Output Measure**

- Tours of VI natural areas for students and community groups

<b>Year</b>	<b>Actual</b>
2014	4

**Output #5**

**Output Measure**

- E-education - NREM websites updated

<b>Year</b>	<b>Actual</b>
2014	1

**Output #6**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	6

**Output #7**

**Output Measure**

- Demonstration site relating to native plants, environmental management

<b>Year</b>	<b>Actual</b>
2014	4

**Output #8**

**Output Measure**

- Fairs

<b>Year</b>	<b>Actual</b>
2014	2

**Output #9**

**Output Measure**

- TV/Media

<b>Year</b>	<b>Actual</b>
2014	50

**Output #10**

**Output Measure**

- PSA's

<b>Year</b>	<b>Actual</b>
2014	0

**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, 150 persons will adopt recommended landscaping practices, incorporate native plants into their landscapes, protect and/or enhance soil resources for agriculture, construction, and landscaping.
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**

<b>Year</b>	<b>Actual</b>
2014	1

### **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 Association and the Nature Conservatory (NGOs), and private landowners with conservation areas 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 clients (UVI, Magens Bay Authority, Rotary Clubs, tract solar installation companies) develop natural resource management plans related to landscaping with native plants, preserving native plant communities, and/or removing invasive plants. 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 and UVI major permit applicants included and implemented recommendations by CES in landscape plans. As a VI Department of Agriculture Forest Stewardship Program member, CES approved native forest conservation plans 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. Magens Bay Authority implemented plans recommended by CES.

### **4. Associated Knowledge Areas**



<b>KA Code</b>	<b>Knowledge Area</b>
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, 150 persons will adopt recommended landscaping practices, incorporate native plants into their landscapes, protect and/or enhance soil resources for agriculture, construction, and landscaping.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Condition Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	75

### **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, workshops, web outreach, and e-extension, 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**

Property owners preserved forested areas on construction or earth change sites after receiving CES technical information. Native trees recommended by CES were included in urban area and roadside renovation plans developed by landscape architects and VI regulatory agencies. The VI Economic Development Agency incorporated information about landscaping with native trees into

EDA public meetings addressing urban beautification projects. CES contributed to the development of draft VI Tree Law promoting the protection and planting of native trees in private and public urban areas. The drafted law sponsored by the VI Senate and VI Dept. of Agriculture awaits final approval by the VI Legislature. Developers of a St. Thomas 25-acre solar installation incorporated information from CES about native trees into site landscaping plans. Property owners indicated that they learned about preserving and landscaping native plants from workshops conducted by CES.

#### 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
2014	300

##### 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 about native plants and how humans impact native plant habitats to students, VI regulatory agencies, UVI administration, developers, engineers, landowners and advisory committees through site visits, permit evaluations and other direct and indirect contacts. Tours with educators and students were conducted to evaluate human impacts on native plant

ecosystems.

**Results**

Students and the general public continued to indicate that they learned about the importance of protecting and documenting VI native plants during CES herbarium tours. CES publications and a televised CES herbarium tour broadcast numerous times has prompted requests for additional information about native plants. VI 6-12 grade teachers continue to use 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 on eco-tour company and the VI National Park websites. As a result of CES site visits, phone and office consultations, clients indicated that their awareness of the issues affecting terrestrial resources increased, and developers NREM information about VI native plants useful for landscaping. Developers, UVI administration, and engineers incorporated CES recommendations about how to reduce impacts to native plant communities into project plans.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	250

**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 UVI Environmental Management Studies (MMES) program graduate students, Yale U. Watershed Management Program, My Brothers Workshop (vocational training), and developers. Contacts were made during site visits, informal meetings, field trips, advisory committee meetings, phone consultations and publication distribution.

**Results**

As an official advisor, CES staff helped a UVI MMES graduate candidate successfully detect phytochemical changes in mangrove plant species as a possible method of determining pollution levels in coastal areas. CES regularly interacted with stakeholders in coastal recreational areas to learn about management issues and possible land-based sources of pollution affecting coastal and off-shore resources. CES management recommendations were followed by St. Thomas Territorial Park managers (Magens Bay Authority) resulting in the planting of native tree buffers along coastal access roads near wetlands. 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**

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

<b>Year</b>	<b>Actual</b>
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**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 parks 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
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**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**

During several site visits CES provided an architect developing a commercial botanical garden on St. Thomas with technical information to be used in educational tours and also assisted the developer in her attempts to gain support from the VI Economic Development Agency. VI tour company websites advertised and recommended CES natural resource publications. CES provided developers of ecotourism destinations with information and assisted with conserving VI properties suitable for ecotourism.

**Results**

With CES assistance, a St. Thomas architect received funding to complete a 2.5 acre botanical garden that preserves native forest, non-invasive exotic plants, pervious walkways, and wildlife refuges making it a novel ecotourism attraction and a good location for St. Thomas students/residents to learn about native plants and environmental landscaping. Tour directors incorporated CES information into tours and indicated that it improved the educational value of their tours. 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. CES assisted the VI Economic Development Agency, State Historic Preservation Society, local businesses and landscape architects with the development of a plan to restore natural landscapes in Charlotte Amalie to increase its ecotourism value.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
134	Outdoor Recreation

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Government Regulations

**Brief Explanation**

CES maintained good relationships with staff in various VI governmental regulatory agencies charged with natural resource management (i.e., 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 political turnover in the VI government agencies and governmental fiscal cutbacks may restrict hiring staff and affect

environmental policy-making and enforcement. Consequently, it can be difficult to establish very effective long-term relationships that can result in policy changes and/or training. 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.

### **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 and publications 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%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.9	0.0	0.0	0.0
<b>Actual Paid</b>	1.9	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
105000	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**

Trained local government agency personnel, maintenance professionals, community group 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.

Developed and disseminated 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.

Educated 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.

Developed 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.

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

Identified and developed 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 disseminated information related to these topics.

Provided 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.

Utilized GIS technology to investigate the effects or potential impacts of land-based activities on water quality and marine resources.

### **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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	600	2300	280	550

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	0	0	0

**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
2014	8

**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
2014	10

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	160

**Output #4**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	8

**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.

<b>Year</b>	<b>Actual</b>
2014	8

**Output #6**

**Output Measure**

- Fairs

<b>Year</b>	<b>Actual</b>
2014	8

**Output #7**

**Output Measure**

- TV/Media

<b>Year</b>	<b>Actual</b>
2014	7

**Output #8**

**Output Measure**

- PSA's

2014 University of the Virgin Islands Extension Annual Report of Accomplishments and Results

<b>Year</b>	<b>Actual</b>
2014	0

**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**

<b>Year</b>	<b>Actual</b>
2014	39

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

**Issue (Who cares and Why)**

Nitrification 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**

During site visits, CES provided a property owner with information about septic system construction including the VI Environmental Protection Handbook and recommendations from the Onsite Wastewater Treatment System (OWTS) Training Program conducted in the Virgin Islands 2009-2012 by specialists from the University of Rhode Island OWTS Demonstration Center in partnership with UVI-CES.

**Results**

A St. Thomas property owner incorporated CES recommendations in the design and construction of a home septic system.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	71

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

**Issue (Who cares and Why)**

To protect the V.I. environment, prevent economic loss and comply with governmental regulations, CES clients (resource managers, Public Works personnel, businesses, developers, environmental groups, property owners, etc.) need technical assistance with xeriscaping, stormwater erosion and sediment control.

**What has been done**

During site visits and phone consultations, CES provided property owners, engineers, resource managers and landscape architects with information about control practices that mitigate soil erosion and sediment runoff, plant selections for xeriscaping and environmental landscaping. CES provided information about drought and salt tolerant native plants to engineers, architects and developers installing landscapes on <3 acre hillside properties.

**Results**

A St. Thomas engineer incorporated CES' recommendations into a project plan involving the installation of solar panels on a 25-acre, forested hillside property. Magens Bay Authority implemented stormwater runoff controls recommended by CES at a coastal VI Territorial Park on St. Thomas. Property owners followed recommendations regarding specific plants to incorporate into "environmental landscapes" that preserve natural habitats. CES participation in the V.I. Dept. of Agriculture Forest Stewardship and Forest Legacy programs contributed to the preservation of large areas of native forest in targeted watersheds.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
104	Protect Soil from Harmful Effects of Natural Elements

**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
2014	88

**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**

CES promoted the use of non (or less)-toxic household products through VI\*A\*SYST program presentations to individuals, schools, churches, scouts, businesses, housekeeping staff, government agencies, environmental groups, etc. CES constantly updates this information through various sources (webinars, etc.) CES also distributes publications (i.e. Help Yourself to a Healthy Caribbean Home, Recipes for a Non-toxic Household) and also promotes cistern care during presentations and consultations.

**Results**

Based on responses from the general public, VI\*A\*SYST program presentations continue to be very popular with all segments of the VI community resulting in many requests for additional presentations and updates about new products. After attending these presentations or viewing CES TV interviews about VI\*A\*SYST, many individuals indicated that they would stop using toxic household products. Several attendees have referred others to CES for VI\*A\*SYST information. CES clients indicate that they are following CES' instruction about the importance of reading product labels, as well as purchasing more non-toxic products. Clients also notify CES when these products have run out of stock in various local stores.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
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- 111 Conservation and Efficient Use of Water
- 133 Pollution Prevention and Mitigation

**Outcome #4**

**1. Outcome Measures**

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

Not Reporting on this Outcome Measure

**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
2014	1275

**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 marine and environmental management programs with technical assistance and information relating to research projects. Publications co-authored or co-researched by CES continue to be used for instruction by educators and librarians. CES made presentations to students and designed educational displays that focused on land-sea connections.

**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. Librarians in various VI schools continue to introduce CES publications focusing on critical marine and terrestrial interconnections to students and teachers.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
111	Conservation and Efficient Use of Water
112	Watershed Protection and Management

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Government Regulations

##### 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 enforcement and the development of new regulatory policies. However, CES maintains some long-term partnerships with individuals in VI environmental regulatory agencies resulting in client referrals and shared 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%			
	<b>Total</b>	100%			

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.6	0.0	0.0	0.0
<b>Actual Paid</b>	1.6	0.0	0.0	0.0
<b>Actual Volunteer</b>	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 were 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 was 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 was 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	820	5000	243	600

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	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**

2014 2

**Output #2**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	2

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	2

**Output #4**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	58

**Output #5**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	0

**Output #6**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	4

**Output #7**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	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**

<b>Year</b>	<b>Actual</b>
2014	1159

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

#### **Issue (Who cares and Why)**

As urban expansion continues to reduce forested areas, public education as to the role of trees in the environment and particularly in urban communities is important. As the VI economy continues to show signs of slow growth, residents continue to look for opportunities to supplement their income. Trees and tree parts that can be turned into saleable art pieces are sent to the landfill to be destroyed. Educating young people is key to ensuring that the next generation can be involved in the management of trees in urban and large forest communities.

#### **What has been done**

Extension staff set up displays and provided one-on-one consultations with attendees at the Agriculture and Food Fair of the Virgin Islands and the St. Thomas/St. John Agriculture and Food Fair.

The 8th annual V.I. Woodworkers Expo was held at the UVI Great Hall at the Albert Sheen campus on December 13, 14 & 15 and at the Market Place on St. John December 20, 21, & 22 2013.

During National 4-H week, agriculture and 4-H staff in conjunction with the administration of the Gladys A. Abraham Elementary School conducted a tree planting ceremony on the school's campus.

Extension staff conducted a lecture at the Ulla F. Muller School and Jr. Gardening and Ecology summer camp on the role of trees and how to pick summer fruits without damaging the trees.

#### **Results**

Through personal contact, and anecdotal information, ninety-eight percent (98%) of attendees reported that they are now more aware of the economic and environmental benefits of trees. Approximately two hundred (200) attendees at the agriculture fairs learned of the economic



potential for products from tree and tree parts.

Eight (8) woodworkers representing all three islands participated in the St. Croix which drew approximately 400 persons to the event. Five (5) woodworkers from the St. Thomas St. John district participated in St. John which drew approximately 300 persons who became more aware of the economic potential of recycling forest product.

Approximately seventy-five (75) students and eight (8) teachers and support staff became more aware of the benefits of trees in general and the Moringa tree specifically.

Twelve (12) adults and one hundred eighteen (118) youth increased their knowledge of the types of trees that grow on St. Thomas, the role that trees play in the environment and how they should be managed.

Forty-six (46) children that participated in the Father/Child activity day sponsored by the Department of Human Services received "Trees Are Good" coloring books.

#### 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
2014	668

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

###### **Issue (Who cares and Why)**

Planting the right tree in the right place reduces the likelihood of trees coming in contact with utility lines and buildings. Correcting the problem can be costly not only to the homeowner but could spell the demise of that tree. Homeowners, businesses, and organizations plant trees for symbolic, therapeutic, environmental, and others reasons. Proper planting of trees increases the likelihood of the root system adapting favorably to the soil environment in which it is growing.

###### **What has been done**

Extension staff conducted a tree planting demonstration at Afternoon on the Green as part of a tree dedication ceremony for past chairpersons of the annual fund raisers.

During National 4-H week agriculture and 4-H staff in conjunction with the administration of the Gladys A. Abraham Elementary School conducted a tree planting ceremony on the school's campus.

Extension staff conducted a lecture at the Ulla F. Muller School (UFMS) and Jr. Gardening and Ecology Club (JGEC) summer camp on the role of trees and how to pick summer fruits without damaging the trees.

The annual Agriculture and Food Fair of the Virgin Islands provided CES the opportunity to impact a large clientele over a three-day period in a concentrated effort. Extension staff provided literature and conducted one-on-one consultation with attendees on the subject of planting the right trees in the right places.

Home visit and one-on-one contact with residents, and public and private landscape crews have been used to provide them with current tree management information. Radio appearances have also been used to provide general information to a broad audience. On-site visits provided an additional opportunity for hands-on practical demonstration and information transfer.

### **Results**

Approximately seventy-five (75) students and eight (8) teachers and support staff attended the planting of a Moringa tree. Students were actively involved in learning how to plant the tree properly and were also instructed on how to take care of it.

Twenty-five (25) individuals learned the proper way to plant a fully mature potted tree. They also received instruction on the proper care of the tree after planting.

Twelve (12) adults and one hundred eighteen (118) youth increased their knowledge of the types of trees that grow on St. Thomas, the role that trees play in the environment and how they should be managed.

Approximately four hundred thirty (430) individuals were directly impacted and thousands more indirectly by displays and interaction with Extension staff at the annual agriculture fairs.

## **4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	13

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

**Issue (Who cares and Why)**

The percentage of yard waste in the territories landfills is high. Landfill fires are sustained by the wood piles dumped or stored throughout the facility. Shredded yard trimming makes an ideal mulch and reduces the waste stream going into the landfill. Stems, trunks, and branches, can be reused in arts and crafts. More residents should become more aware of the benefits of recycling the yard waste.

**What has been done**

The 8th annual V.I. Woodworkers Expo was held at the UVI Great Hall at the Albert Sheen campus on December 13, 14 &15 and at the Market Place on St. John December 20, 21, & 22 2013.

**Results**

Eight (8) woodworkers representing all three islands participated in the St. Croix district and five (5) woodworkers from the St. Thomas/St. John district participated in St. John. These 13 craftsmen demonstrated and displayed reused and recycled tree parts in their works of art.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	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 are not given corrective measures within a short time or have fallen trees are not 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.

**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 non profit 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 urban 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**

<b>Year</b>	<b>Actual</b>
2014	13

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

**Issue (Who cares and Why)**

The percentage of yard waste in the territories landfills is high. Landfill fires are sustained by the wood piles dumped or stored throughout the facility. Stems, trunks, and branches, can be reused in arts and crafts. More residents should become more aware of the potential for entrepreneurial opportunities from recycling the trees and tree parts.

**What has been done**

The 8th annual Virgin Islands Woodworkers Expo was held at the UVI Great Hall St. Croix and the Market Place Shopping Center on St. John. Extension staff coordinated and executed this annual event in cooperation with the National Endowment for the Arts and other local contributors.

**Results**

Thirteen (13) of the best woodworkers in the territory displayed and sold original works of art from wood primarily derived from trees that would have ended up in the land fill. Approximately seven hundred fifty (750) residents and students became more aware of the opportunity to create a full-time or part-time employment for themselves. The woodworkers sold approximately \$2500.00 worth of products.

**4. Associated Knowledge Areas**

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

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

### **Evaluation Results**

One-on-one and small group interviews were administered at the workshops and public events. Follow up surveying at short-term (3 month) and long-term (6-8 months) were planned to be administered in order to ascertain the level of behavioral changes that have occurred.

Staff shortages and budget cuts have severely hindered the ability to execute plans for some urban forestry projects. The inability to gather follow-up information regarding changes in behavior is an unfortunate consequence of budget and staffing challenges.

### **Key Items of Evaluation**

**V(A). Planned Program (Summary)**

**Program # 7**

**1. Name of the Planned Program**

Sustainable Energy

Reporting on this Program

Reason for not reporting

All programs on sustainable energy were done under youth development.

**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: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	0.5	0.0	0.0	0.0
<b>Actual Paid</b>	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>Actual Volunteer</b>	{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}
<b>1862 Matching</b>	<b>1890 Matching</b>	<b>1862 Matching</b>	<b>1890 Matching</b>
{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}	{NO DATA ENTERED}
<b>1862 All Other</b>	<b>1890 All Other</b>	<b>1862 All Other</b>	<b>1890 All Other</b>
{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**

2014	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: 2014

Actual: {No Data Entered}

**Patents listed**

{No Data Entered}

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
Actual	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of people participated.

Year	Actual
2014	0



**Output #2**

**Output Measure**

- Number of people adapting new energy types.

<b>Year</b>	<b>Actual</b>
2014	0

**Output #3**

**Output Measure**

- Number of people using solar energy.

<b>Year</b>	<b>Actual</b>
2014	0

**Output #4**

**Output Measure**

- Number of people using wind energy.

<b>Year</b>	<b>Actual</b>
2014	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
2014	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
2014	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
------	--------

2014

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
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{No Data}	null
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### 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%			
	<b>Total</b>	100%			

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.6	0.0	0.0	0.0
<b>Actual Paid</b>	1.6	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
85000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
28514	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

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

**1. Brief description of the Activity**

Advertised the Computer Training and Technology Program



2014 12

**Output #2**

**Output Measure**

- Conduct two days workshop on Internet communication.

<b>Year</b>	<b>Actual</b>
2014	10

**Output #3**

**Output Measure**

- Conduct four days workshops on Microsoft Excel

<b>Year</b>	<b>Actual</b>
2014	3

**Output #4**

**Output Measure**

- Conduct four days workshops on Microsoft Powepoint

<b>Year</b>	<b>Actual</b>
2014	4



**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**

<b>Year</b>	<b>Actual</b>
2014	0

**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**

Twelve UVI CES eight-week Basic Computer Training Courses were conducted. These classes taught how to use Microsoft Windows, Microsoft Word, E-mail, and search for information using the World Wide Web.

**Results**

Of the 188 participants, 97% of individuals who participated indicated that they acquired/increased their knowledge and usage of Microsoft Windows

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	94

**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**

Twelve UVI CES eight-week Basic Computer Training Courses were conducted. These classes taught how to use Microsoft Windows, Microsoft Word, E-mail, and search for information using the World Wide Web.

**Results**

Of the 188 participants, 94% of individuals who participated indicated that they acquired/increased their knowledge and usage of Microsoft Word.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	93

**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 post stamps and the ability to send information faster.

**What has been done**

Twelve UVI CES eight-week Basic Computer Training Courses were conducted. These classes taught how to use Microsoft Windows, Microsoft Word, E-mail, and search for information using the World Wide Web.

**Results**

Of the 188 participants, 93% of the individuals who participated indicated that they acquired/increased their knowledge and usage of E-mails.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	95

**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**

Ten UVI-CES Usefulness of Internet workshops were conducted.

**Results**

Of the 87 participants, 95% of the individuals who participated in the workshops indicated that they acquired/increased their knowledge and usage of the internet.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	93

**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**

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

**Results**

Of the 40 participants, 93% of the individuals who participated indicated that they acquired/increased their knowledge and usage of MS Excel.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	94

**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**

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

**Results**

Of the 60 participants 94% of the individuals who participated indicated that they acquired/increased their knowledge and usage of MS PowerPoint.

**4. Associated Knowledge Areas**

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

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}



**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	5%			
802	Human Development and Family Well-Being	25%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%			
806	Youth Development	60%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.0	0.0	0.0	0.0
<b>Actual Paid</b>	1.5	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
85000	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
20000	0	0	0

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

### **1. Brief description of the Activity**

- Developed 4-H newsletter, materials, workshops, presentations and demonstrations that provide information about 4-H/Youth Development volunteer leadership opportunities. 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). Developed two (2) print media pieces and adapted two (2) volunteer recruitment brochures.

- Provided orientation, training and professional development for teen and adult volunteers, partners, 4-H/Family and Consumer Sciences/CYFAR staff, and CES personnel. Trained a total of 93 adult volunteers, teen leaders and 4-H members using 4-H 101; provided in service training for five (5) 4-H and CYFAR staff members on effectively organizing and supporting 4-H clubs.

- Utilized multi-media outlets to promote 4-H/Youth Development programs to attract potential youth and adult volunteers. Limited funding allowed use of free media outlets; two (2) adult volunteers and six (6) youth were guests on three local radio shows.

- Established a Collegiate 4-H Chapter. Along with the Extension Agent - 4-H, a faculty advisor has been identified, but to increased course load, we will need to identify additional advisors to achieve the desired outcome.

- Worked together with CES administration and 4-H leadership locally and nationally to develop 4-H Volunteer Management framework. Due to staffing limitations, program has been marginal on this objective.

### **2. Brief description of the target audience**

- Current and newly recruited 4-H volunteer leaders,
- Low-income, at-risk, un- or under-employed 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,
- Youth and adults (general public) responding to multi-media 4-H volunteer campaign,
- Youth and adults indicating 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	375	1200	1500	1800

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

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	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
2014	2

**Output #2**

**Output Measure**

- Number of workshops, presentations and demonstrations conducted

Year	Actual
2014	28

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	60

**Output #4**

**Output Measure**

- Number of partnerships, collaborations or cooperative agreements formed

<b>Year</b>	<b>Actual</b>
2014	0

**Output #5**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	0

**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**

<b>Year</b>	<b>Actual</b>
2014	8

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

**Issue (Who cares and Why)**

Traditional 4-H clubs, the most common model in the territory, provide members a safe, nurturing environment in which they can learn, grow and explore their interests in partnership with caring, competent adult volunteers. Teen leaders also serve as mentors fostering belonging, building competence, promoting independence and modelling.

**What has been done**

Twenty-eight (28) teen ambassadors support 32 adult volunteers in eight (8) 4-H clubs. Teens are most actively involved on St. Croix.

**Results**

Two new clubs are in the development process on St. Croix.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	3

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

**Issue (Who cares and Why)**

Special interest projects continue to serve as an effective introduction to further 4-H engagement. In addition to focusing on a specific interest area, they can showcase what 4-H does so well, "learn by doing."

**What has been done**

During special events hosted by 4-H such as the 4-H Youth Garden workshop, 4-H National Youth Science Day, and the 4-H Youth Super Chef Competition, adult leaders are given information both about becoming a 4-H leader and establishing a 4-H club.

**Results**

As a result of these special interest programming initiatives, one (1) new club is being established, an existing club has added a new project offering and three (3) schools now have school gardens.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	0

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

**Issue (Who cares and Why)**

A clear cut 4-H Volunteer Management Policy and Guidelines is needed to fully reach our maximum volunteer potential and to mitigate volunteer liability issues.

**What has been done**

The Virgin Islands 4-H Program continues to rely on national (USDA) and state 4-H policies and guidelines, and utilizes 4-H 101/201 for all volunteer training. While these resources continue to serve us well, having our own policy manual is a high priority.

**Results**

Due to limited professional and program staffing, progress on this objective continues to be a challenge.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	75

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

**Issue (Who cares and Why)**

Caring, competent, compassionate adult and teen leaders are the foundation of a dynamic, vibrant 4-H club system. Volunteers that fully understand the fundamentals of positive youth development are better equipped to foster the nurturing, safe learning environment needed.

**What has been done**

4-H 101 is used in all 4-H volunteer leader training. Special emphasis is placed on developing a working understanding of the essential elements and how to apply them in their 4-H clubs.

**Results**

A total of 32 adult and 28 teen leaders provide leadership for eight (8) 4-H clubs and support three (3) special interest groups.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
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 climate continues to adversely impact the territory. This has been manifested in budget cuts across the university, and salary reductions for staff and vacant positions remaining unfilled. Volunteers are feeling this impact as well resulting in greater difficulty attracting new leaders, and some cases, retaining current leaders to changes in their economic status.

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

**Evaluation Results**

No formal evaluation of this program is planned.

**Key Items of Evaluation**

No formal evaluation of this program is planned.

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

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.7	0.0	0.0	0.0
<b>Actual Paid</b>	2.7	0.0	0.0	0.0
<b>Actual Volunteer</b>	1.0	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
30000	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	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:

1. a beverage poster, brochure and/or flyer that lists the sugar and calorie content of commonly consumed beverages in the territory;
2. 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;
3. a poster, brochure, and/or flyer detailing the sodium, fat, cholesterol, carbohydrate, and fiber content of commonly consumed local foods;
4. a diabetes exchange list booklet that include local foods and beverages; and
5. a culturally sensitive cookbook using local and familiar produce.

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

- Recruited and trained staff and volunteers to deliver nutrition, diet, and health relevant information to the community.

- Developed and obtained culturally sensitive nutrition/health curriculum appropriate for school age children at all grade levels.

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

- Developed 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 Island 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

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	270	500	506	200

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	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
2014	186

**Output #2**

**Output Measure**

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

Year	Actual
2014	1

**Output #3**

**Output Measure**

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

Year	Actual
2014	6

**Output #4**

**Output Measure**

- d. Number of web sites developed and maintained.

<b>Year</b>	<b>Actual</b>
2014	0

**Output #5**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	1

**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.

<b>Year</b>	<b>Actual</b>
2014	4

**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**

<b>Year</b>	<b>Actual</b>
2014	200

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

**Issue (Who cares and Why)**

The incidence and morbidity rates of chronic diseases such as heart disease, cancer and diabetes continue to be high in the Virgin Islands.

**What has been done**

Tropical fruit posters were produced and distributed throughout the territory. Copies of MyPlate are given to all clients.

**Results**

During the fiscal year 2014, over 1000 copies of MyPlate were distributed to various individuals and organizations.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	113

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

**Issue (Who cares and Why)**

In order to decrease the high mortality and morbidity rates from heart disease, cardiovascular diseases, cancer and diabetes, Virgin Islanders must adopt and maintain healthy lifestyle practices.

**What has been done**

Six and eight-week nutrition education classes have been conducted in order to meet this goal.

**Results**

80% of the participants reported a positive change by adopting at least one healthy lifestyle practice. The practices included increased consumption of fruit, veggies, grains and exercise.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	506

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

**Issue (Who cares and Why)**

In order to shape good eating habits at an early age -- emphasis has been placed on school age youth.

**What has been done**

Basic nutrition information was disseminated to youth through a series of lessons over 6 weeks. Most of the series were conducted in the schools as part of a school enrichment program.

**Results**

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

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	506

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

**Issue (Who cares and Why)**

It is critical for youth to adopt healthy lifestyle practices from an early age especially with the increase in childhood obesity.

**What has been done**

Youth received information on healthy lifestyle practices through a series of targeted sessions in the territory schools and through a healthy nutrition-cooking summer program in St. Thomas.

**Results**

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

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	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**

Collaboration with local Human Services, Superior Court and Health Department to conduct workshops on good nutrition as related to disease prevention.

**Results**

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

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	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, haemoglobin A1c and cholesterol levels.

**What has been done**

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

**Results**

Positive anecdotal results to-date.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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**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, unpredictably of all systems can be an issue to the program. The territory continues to suffer economically.

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

**Evaluation Results**

Evaluation data is incomplete.

**Key Items of Evaluation**

Evaluation data is incomplete.

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

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.8	0.0	0.0	0.0
<b>Actual Paid</b>	2.8	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
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**

- Identified new locations to conduct classes.
- Recruited and trained staff and volunteers to deliver food safety information to EFNEP participants (adults and youth).
- Developed and obtained culturally sensitive food safety curriculum appropriate for EFNEP participants (adults and youth).
- Developed and maintained relationships with partners including government agencies, clinics, places of worship, public and private schools, senior citizen centers, and day care centers.

**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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	270	100	506	50

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	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
2014	186

#### Output #2

##### Output Measure

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

Year	Actual
2014	10

#### Output #3

##### Output Measure

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

Year	Actual
2014	6

#### Output #4

##### Output Measure

- Number of web sites developed and maintained

Year	Actual
2014	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
2014	3



**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**

<b>Year</b>	<b>Actual</b>
2014	270

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

**Issue (Who cares and Why)**

Health officials and nutrition educators because of individuals getting sick due to poor habits in food preparation and storage.

**What has been done**

Information is given in each of the nutrition lessons.

**Results**

Most adults are aware of the food safety practices and reportedly are practicing them.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	50

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

**Issue (Who cares and Why)**

Health officials and nutrition educators because of food borne illnesses.

**What has been done**

Information is given as part of nutrition lessons.

**Results**

Positive results are seen in the post evaluation instrument given to the clients.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	506

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

**Issue (Who cares and Why)**

Department of Health, Department of Education, Nutrition educators are concern about the health of our island youth because of our hot climate and the amount of food eaten outdoors.

**What has been done**

Food safety information has been given during the nutrition lessons in the schools.

**Results**

Positive results have been seen in the post evaluation instrument that is given to the youth.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	800

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

**Issue (Who cares and Why)**

Department of Education, Department of Health and nutrition educators so children know how to store and keep food safe to each due to our climate.

**What has been done**

Food safety information is given during the nutrition lessons in the classrooms.

**Results**

Positive feedback has been reflexed in the post evaluation instrument.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	400

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

#### **Issue (Who cares and Why)**

Health Department and nutrition educators - because of poor food storage, preparation and handling of foods

#### **What has been done**

Food safety information is given as part of the nutrition lessons

#### **Results**

Positive results have been obtained through the post evaluation instruments.

### **4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	125

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

**Issue (Who cares and Why)**

Health department and nutrition educators - there is a concern because of our hot climate and eating many meals and snacks outside.

**What has been done**

Information has been given as part of the nutrition lessons.

**Results**

Positive results have been shown on the post evaluation instrument used with the clients.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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 and a weak infrastructure continue to plague program.

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

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.9	0.0	0.0	0.0
<b>Actual Paid</b>	1.9	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
25000	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 under-employed 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

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	550	2100	70	710

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

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	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
2014	5

**Output #2**

**Output Measure**

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

Year	Actual
2014	20

**Output #3**

**Output Measure**

- Number of special interest workshops conducted

Year	Actual
------	--------

2014

5

**Output #4**

**Output Measure**

- Number of youth, volunteers, staff and partners trained

**Year**

**Actual**

2014

130

**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**

<b>Year</b>	<b>Actual</b>
2014	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.

#### **Results**

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

### **4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	60

**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**

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

<b>Year</b>	<b>Actual</b>
2014	60

**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**

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

<b>Year</b>	<b>Actual</b>
2014	40

**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**

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

<b>Year</b>	<b>Actual</b>
2014	120

**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**

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

<b>Year</b>	<b>Actual</b>
2014	140

**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**

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

<b>Year</b>	<b>Actual</b>
2014	25

**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**

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

<b>Year</b>	<b>Actual</b>
2014	25

**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**

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

<b>Year</b>	<b>Actual</b>
2014	22

**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**

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

<b>Year</b>	<b>Actual</b>
2014	23

**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**

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

<b>Year</b>	<b>Actual</b>
2014	23

**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**

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

<b>Year</b>	<b>Actual</b>
2014	15

**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**

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

<b>Year</b>	<b>Actual</b>
2014	23

**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**

<b>KA Code</b>	<b>Knowledge Area</b>
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%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.0	0.0	0.0	0.0
<b>Actual Paid</b>	2.0	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
50000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
20000	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

- Promoted other 4-H/Youth Development opportunities
- Conducted parenting workshops to assist parents in developing nurturing relationships with their

children, improving communications and supporting their development as a whole child.

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

**2. Brief description of the target audience**

- School-aged youth
- 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	30	50	30	100

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of digital newsletters promulgated

<b>Year</b>	<b>Actual</b>
2014	0

**Output #2**

**Output Measure**

- Number of workshops, presentations and demonstrations facilitated or conducted

<b>Year</b>	<b>Actual</b>
2014	0

**Output #3**

**Output Measure**

- Number of parents attending workshop(s)

<b>Year</b>	<b>Actual</b>
2014	0

**Output #4**

**Output Measure**

- Number of teachers and students employed

<b>Year</b>	<b>Actual</b>
2014	0

**Output #5**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	0

**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**

<b>Year</b>	<b>Actual</b>
2014	10

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

**Issue (Who cares and Why)**

**What has been done**

The 4-H Summer Academy was not held this year due to severe budgetary cuts, but a limited offering of workshops occurred on St. Thomas.

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	0

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

**Issue (Who cares and Why)**

**What has been done**

The 4-H Summer Academy was not held during this period due to severe budget constraints.

**Results**

**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
2014	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**

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

<b>Year</b>	<b>Actual</b>
2014	15

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	5

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	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**

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

<b>Year</b>	<b>Actual</b>
2014	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**

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

<b>Year</b>	<b>Actual</b>
2014	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**

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

{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 # 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	10%			
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%			
806	Youth Development	65%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.0	0.0	0.0	0.0
<b>Actual Paid</b>	1.5	0.0	0.0	0.0
<b>Actual Volunteer</b>	7.0	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
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
0	0	0	0

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

**1. Brief description of the Activity**

- Developed 4-H web page, newsletter, materials, workshops, presentations and demonstrations that provide information about 4-H/Youth Development opportunities.
- Set up 4-H information booths at World Food Day, St. Thomas/St. John Agriculture and Food Fair, and the V.I. Agriculture and Food Fair (St. Croix).
- Provided orientation, training for teen and adult volunteers, and 4-H members to effectively work with club officers and program committees.
- Conducted parenting workshops to assist parents in developing nurturing relationships with their children, improving communications and supporting their development as a whole child.
- Utilized multi-media outlets to promote 4-H/Youth Development programs to attract potential youth.
- Facilitated formation of program/project development committees charged with reviewing needs assessment, prioritized program initiatives within designated interest clusters, identifying potential volunteers, identifying program resources, serving as trainers, mentors and evaluators, and acting as 4-H program advocates.
- Collaborated with government departments, non-profit agencies, community-based programs and foundations, and special interest groups to support 4-H program/project development.
- Oriented, trained and utilized collegiate 4-H members and teens as vibrant, dynamic and competent leaders.
- Established a 4-H Ambassador/Honor Club program to encourage active involvement in all aspects of the 4-H program.
- Ensured that all 4-H units fulfill 4-H Club Charter guidelines as promulgated by the National 4-H Office.

**2. Brief description of the target audience**

- School-aged youth residing in the Virgin Islands,

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

**3. How was eXtension used?**

eXtension was not used in this program

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

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	375	1200	1500	1800

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

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**



## Output Target

### Output #1

#### Output Measure

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

Year	Actual
2014	2

### Output #2

#### Output Measure

- Number of workshops, presentations and demonstrations conducted

Year	Actual
2014	28

### Output #3

#### Output Measure

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

Year	Actual
2014	93

### Output #4

#### Output Measure

- Number of partnerships, collaborations or cooperative agreements formed

Year	Actual
2014	0

**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**

<b>Year</b>	<b>Actual</b>
2014	1695

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

**Issue (Who cares and Why)**

Annually, 4-H enrollment data is reported via the ES-237 report. Data is used locally and nationally to develop high quality 4-H and positive youth development programming.

**What has been done**

In 2014, the total number of youth increased significantly from 839 last year to 1695 due to the fact that we are now reporting EFNEP youth numbers via the ES-237. 4-H membership comprises 37% (631) of the total enrollment reported.

**Results**

In 2014, the Virgin Islands 4-H program enrolled 631 4-H members in six (6) 4-H clubs and three (3) special interest groups on St. Croix, and two (2) 4-H clubs on St. Thomas.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	75

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

**Issue (Who cares and Why)**

The 4-H club charter process as outlined by USDA helps insure uniformity between 4-H club units and helps to maintain emphasis on 4-H mission mandates. Conferring of a club charter formally recognizes the 4-H club and signifies its ties to the UVI as a land-grant institution.

**What has been done**

Volunteer leaders and 4-H clubs are supported by 4-H staff as they work to fulfill 4-H club charter requirements. At the suggestion of volunteers, a formal 4-H Charter Ceremony is being planned in early 2015.

**Results**

Six of eight (75%) of 4-H clubs have completed the necessary requirements to be fully chartered.

**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**

<b>Year</b>	<b>Actual</b>
2014	75

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

**Issue (Who cares and Why)**

The 4-H program is recognized as a model program where young people develop the knowledge, skills and attitudes required to become competent, caring, contributing members of their clubs, communities and the world in which they live. Leadership is one of the most vital of these skills. Clubs provide many opportunities for all members to build leadership.

**What has been done**

In 2014, 42 youth representing eight 4-H clubs served as club officers presiding over 48 club meetings. In addition, 28 teens continue to build their leadership skills through the 4-H Ambassador program on St. Croix.

**Results**

As a result, these young leaders are actively engaged in ensuring that their clubs meet regularly to fulfill their annual club goals.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	100

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

**Issue (Who cares and Why)**

Community service is a critical element of 4-H club involvement. Through community engagement, 4-H members learn the importance of giving back and feel more connected to the communities in which they, learn and grow.

**What has been done**

Each of six fully chartered clubs has fulfilled their community service requirements. Clubs have organized a wide array of programs and events such as food drives, variety shows for the aged, and two clubs planted a row in their gardens and donated the produce to a local soup kitchen.

**Results**

A total of 13 community service projects were implemented by Virgin Islands 4-H clubs.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
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**

<b>Year</b>	<b>Actual</b>
2014	74

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

**Issue (Who cares and Why)**

A 4-H club is a great way for a young person to learn their leadership abilities. Beyond being an active, contributing member, members can become club officers and ultimately enhance their personal leadership skills by becoming a teen leader.

**What has been done**

In 2013, the 4-H Ambassador Program was started on St. Croix. Teens were former 4-H members, as well as high school students needing credit for community service. What resulted was a contemporary, dynamic and energetic leadership team that has proven invaluable to 4-H locally.

**Results**

In addition to 42 youth serving as 4-H club officers, there are now 32 members of the 4-H Ambassadors.

**4. Associated Knowledge Areas**

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

**Outcome #6**

**1. Outcome Measures**

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

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	431

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

**Issue (Who cares and Why)**

A 4-H member develops self-confidence and strengthens communications skills via public speaking, illustrated talks and project demonstrations. Preparing and presenting a demonstration or display helps members better appreciate what they have learned in 4-H.

**What has been done**

Over 400 members have displayed project work, presented illustrated talks or prepared educational displays at local fairs, World Food Day and other public exhibitions.

**Results**

During the year, the 4-H Health Ambassadors were a stellar example of this. A team of 17 teens successfully delivered a series of four (4) health-related lessons to over 2,000 youth throughout the territory.

#### 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

Exceedingly challenging economic conditions continue to plague the Virgin Islands. Recruiting volunteers in this environment continues to be a challenge in that most persons are looking for paid employment to take care of their families.

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

##### Evaluation Results

No formal evaluation has been conducted to date.

##### Key Items of Evaluation

No formal evaluation has been conducted to date.



**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 Economics	10%			
903	Communication, Education, and Information Delivery	80%			
	<b>Total</b>	100%			

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.2	0.0	0.0	0.0
<b>Actual Paid</b>	1.2	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
68089	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
75000	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
25000	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. Training sessions were conducted for agricultural specialists, youth leaders and volunteers. Extension specialists will provide consultations on food and nutrition programs, sustainable agriculture and horticulture. Breeding animals were exchanged with other islands through the Breeders Exchange Program. 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. CES will assisted in the planning and execution of the regional meeting for CFCS.

**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, 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	350	250	200	1000

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	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.

<b>Year</b>	<b>Actual</b>
2014	4

**Output #2**

**Output Measure**

- International and regional workshops will be coordinated.

<b>Year</b>	<b>Actual</b>
2014	2

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	1

**Output #4**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	0

**Output #5**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	150

**Output #6**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	4

**Output #7**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	200

**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**

<b>Year</b>	<b>Actual</b>
2014	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, Caribbean AgroEconomic group, the new extension communicators group.

##### **Results**

Relationships were established with the Caribbean AgroEconomic group.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
606	International Trade and Development Economics
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
2014	2

**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**

Two meetings were held on St. Thomas, U.S. Virgin Islands.

**Results**

Over 150 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 Economics
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**

<b>Year</b>	<b>Actual</b>
2014	150

**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**

One hundred fifty (150) breeding stock were exported to St. Eustatius.

**Results**

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

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
606	International Trade and Development Economics

**Outcome #4**

**1. Outcome Measures**

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

Not Reporting on this Outcome Measure

**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**

<b>Year</b>	<b>Actual</b>
2014	1

**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 continued 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**

One hundred fifty of the digitized copies of the proceedings were distributed to CFCS members.

**4. Associated Knowledge Areas**

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

**Brief Explanation**

Economic downturn and budget constraints continue 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%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.0	0.0	0.0	0.0
<b>Actual Paid</b>	1.0	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
15000	0	0	0

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

1. Brief description of the Activity

- Identified new locations to conduct classes.
- Recruited and trained staff and volunteers to deliver child nutrition information to SNAP-ED and

EFNEP participants (adults and youth)

- Developed and obtained culturally sensitive childhood nutrition curriculum appropriate for SNAP-ED and EFNEP participants (adults and youth).
- Developed and maintained relationships with partners including government agencies, clinics, places of worship, public and private schools, senior citizen centers, and day care centers.

**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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	270	500	506	200

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	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)

<b>Year</b>	<b>Actual</b>
2014	8

**Output #2**

**Output Measure**

- Number of volunteers recruited and trained to deliver nutrition education as related to prevention of childhood obesity

<b>Year</b>	<b>Actual</b>
2014	0

**Output #3**

**Output Measure**

- Number of fair-type settings in which nutrition education - prevention of childhood obesity information will be presented

<b>Year</b>	<b>Actual</b>
2014	6

**Output #4**

**Output Measure**

- Number of websites developed and maintained

<b>Year</b>	<b>Actual</b>
2014	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

<b>Year</b>	<b>Actual</b>
2014	3

**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**

<b>Year</b>	<b>Actual</b>
2014	200

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

**Issue (Who cares and Why)**

The incidence of childhood obesity is of great concern for health officials and nutrition educators.

**What has been done**

Classes have been conducted to show youth and parents how children should be eating to cut down on childhood obesity, more fruits, vegetables, whole grains and exercise - less fat and sugar.

**Results**

During the fiscal year, over 100 copies of MyPlate were distributed to various individuals and organizations.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	80

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

**Issue (Who cares and Why)**

The incidence of childhood obesity is on the rise in the Virgin Islands and health officials and nutrition educators are concerned.

**What has been done**

Classes in the schools and presentations to Head Start parents are encouraging children to eat more fruits, vegetables, and to exercise more.

**Results**

There were positive indicators 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**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	506

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

**Issue (Who cares and Why)**

Nutrition educators, school officials, health officials and parents are concerned about the obesity problem with our island children.

**What has been done**

A series of 6 nutrition lessons were presented to the school children on the importance of eating healthy and exercise - using MyPlate.

**Results**

We are seeing positive changes in the children as related to their knowledge about good nutrition and exercise.

**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**

<b>Year</b>	<b>Actual</b>
2014	80

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

**Issue (Who cares and Why)**

Health educators, parents, school officials are all concerned about the childhood obesity problem.

**What has been done**

A series of six nutrition lessons were given to various classrooms throughout the territory. The lessons centered around Choose MyPlate.

**Results**

During the fiscal year, 1000 copies of Choose MyPlate were distributed to school-age children and to adults.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	506

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

**Issue (Who cares and Why)**

Health officials, parents and nutrition educators all care about the obesity problem and what it is doing and can do to the quality of life of our children.

**What has been done**

Collaborated with local schools to conduct a six-week series of nutrition lessons in the schools.

**Results**

Participants have shown an increase in awareness of the relationship between food intake, physical activity and childhood obesity.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	506

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

**Issue (Who cares and Why)**

Health officials, parents, nutrition educators and the general public are all concerned about childhood obesity in the territory and the quality of life that our children have.

**What has been done**

Nutrition educators discussed how to eat healthy when eating away from home.

**Results**

Positive results are being expressed by the participants as related to eating away from home and eating healthy.

#### 4. Associated Knowledge Areas

<b>KA Code</b>	<b>Knowledge Area</b>
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 encourages consumption of high levels of carbohydrates and fat diets. A sedentary lifestyle also compromises health outcomes.

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

##### Evaluation Results

Pre and post tests used.

##### Key Items of Evaluation

Post tests 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%			
	<b>Total</b>	100%			

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	1.0	0.0	0.0	0.0
<b>Actual Paid</b>	1.0	0.0	0.0	0.0
<b>Actual Volunteer</b>	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
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 targeted 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**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	270	100	506	50

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	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)

<b>Year</b>	<b>Actual</b>
2014	0

**Output #2**

**Output Measure**

- Number of volunteers recruited and trained to deliver food safety education as related to prevention of foodborne illnesses

<b>Year</b>	<b>Actual</b>
2014	0

**Output #3**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2014	6

**Output #4**

**Output Measure**

- Number of web sites developed and maintained

<b>Year</b>	<b>Actual</b>
2014	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 Island children, youth and adults

<b>Year</b>	<b>Actual</b>
2014	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
2014	270

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

**Issue (Who cares and Why)**

Health officials, nutrition educators are both concerned about food borne illnesses.

**What has been done**

Food safety lessons were given to adults as part of the EFNEP program.

**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
2014	80

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

**Issue (Who cares and Why)**

Health officials and nutrition educators because some individuals may think they have the flu and it is really a food borne illness.

**What has been done**

The food safety lessons were given as part of the nutrition lesson.

**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
------	--------

2014 270

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

**Issue (Who cares and Why)**

School officials and nutrition educators are concerned about the safety and health of Virgin Islands children and youth.

**What has been done**

Food safety lessons were given as part of the nutrition lessons that are presented to the children and youth in the territory.

**Results**

Children and youth are practicing food safety - washing hands, keeping hot foods hot and cold foods

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	80

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

**Issue (Who cares and Why)**

Health officials and nutrition educators are concerned about the health of the territory's children as related to food safety because of our warm climate.

**What has been done**

Food safety was taught as part of the nutrition lessons in the schools.

**Results**

Most children say they are practicing the food safety tips and practices.

**4. Associated Knowledge Areas**

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

<b>Year</b>	<b>Actual</b>
2014	270

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

**Issue (Who cares and Why)**

Health officials and nutrition educators because of the amount of street vendors selling food in our hot climate.

**What has been done**

Food safety information was given in nutrition classes; handouts were given out at fairs.

**Results**

There has been an increase in awareness among the community about food safety practices.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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
2014	270

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

**Issue (Who cares and Why)**

Health officials and nutrition educators are concerned because of the amount of food eaten away from the home environment.

**What has been done**

Discussion about preventing food borne illnesses when eating out.

**Results**

Most individuals who received the food safety information are trying to practice good food safety practices.

**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 cause major disruption in 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 in the territory. Culturally reinforced eating habits including large portion sizes and diets high in fats and carbohydrates, along with sedentary lifestyles exacerbates the challenge in helping residents make healthy choices.

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

#### **Evaluation Results**

See federal report - EFNEP WebNeeds

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

Food safety issues given in pre and post evaluation instruments.

## VI. National Outcomes and Indicators

### 1. NIFA Selected Outcomes and Indicators

<b>Childhood Obesity (Outcome 1, Indicator 1.c)</b>	
0	Number of children and youth who reported eating more of healthy foods.
<b>Climate Change (Outcome 1, Indicator 4)</b>	
0	Number of new crop varieties, animal breeds, and genotypes with climate adaptive traits.
<b>Global Food Security and Hunger (Outcome 1, Indicator 4.a)</b>	
0	Number of participants adopting best practices and technologies resulting in increased yield, reduced inputs, increased efficiency, increased economic return, and/or conservation of resources.
<b>Global Food Security and Hunger (Outcome 2, Indicator 1)</b>	
0	Number of new or improved innovations developed for food enterprises.
<b>Food Safety (Outcome 1, Indicator 1)</b>	
0	Number of viable technologies developed or modified for the detection and
<b>Sustainable Energy (Outcome 3, Indicator 2)</b>	
0	Number of farmers who adopted a dedicated bioenergy crop
<b>Sustainable Energy (Outcome 3, Indicator 4)</b>	
0	Tons of feedstocks delivered.