



## DIRECTOR'S NOTES

by Richard Ponzio, Ph.D.

As this is being written, commencement is right around the corner, the Summer solstice is right behind that, and it's a time of excitement and high energy. For the past few months the Seniors at UC Davis have been preparing to graduate, and in most cases, getting on with their lives away from school. In watching them engaged in the anxieties associated with graduation I am reminded of the saying that "fate leads those who are willing and drags those who are reluctant." This is also a time of year for commencement for faculty at the University. A number of faculty retire, and new faculty are hired to either continue areas of research or to head up new, promising fields of investigation. In either case it is a time of anticipation and action.

How do we decide which students will graduate and which will not? How do we evaluate accomplishments and achievements? What counts and what does not? Certainly, these are not new questions, but increasingly the yardstick by which accomplishments and achievements are measured seems to be "standardized test scores." The specter of "retention" and/or a summer school hangs over the head of school children from Kindergarten through grade 12 who do not do well on tests. Student retention for low scoring students is mandated in many districts even though the preponderance of educational research shows that retention increases drop out rates, and is generally not effective in develop-

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Loran Hoffmann  
Program Representative  
Program Liaison

## Staff Profile

by Ella Madsen

At the annual UC Davis Picnic Day no one had more fun than Loran Hoffmann as she handed out supplies for 300 "bubble cups" (and could have given out more), watched children's face glow with curiosity and delight as she conducted the snail circus and managed snail races, and helped children locate the perfect rock to paint.

Although much of Loran's work involves sitting at a computer working on grants and developing program materials and working with 4-H staff throughout the state, her greatest source of satisfaction comes from the youth. For her, the most satisfying aspect of her work is seeing the positive changes that occur in youth participating in the 4-H experience. This applies to youth she trains as "science teachers" in the Youth Experiences in Science Program and those involved in club projects as well as the undergraduate students enrolled in the Human Development 141 course or working as student assistants. She feels a special sense of reward as she sees the student assistants apply the skills they have learned to new jobs as they move from college to work.

Loran grew up in Wyoming and was attending the University of Wyoming when her family moved to the San Francisco Bay area. There she met her husband, Steve. They established their home in Vallejo and moved to Dixon when their children were young. Loran was very active in community and school affairs as a member of the school site council, president of the Parent's Club, and a board member of the Chamber of Commerce.

Loran was first introduced to 4-H by a young teenager who sometimes "baby sat" her two young sons. For this teen, the 4-H experience had provided the opportunity to develop the skills, confidence and poise that allowed her to overcome extreme shyness. About 5 years later when Loran attended 4-H enrollment night

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Richard Ponzio, Ph.D.  
Director, 4-H Center for  
Youth Development  
Department of Human  
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ing a student's chances for school success. Most schools and school districts have responded to mandated retention by increasing the time spent teaching the subjects being tested, primarily reading and math. There are schools and teachers who have taken a different tack toward raising student test score, e.g. through curriculum focused on "project based learning." In many of these schools multiple measures are used to assess students: samples of student work, journals, interviews with students, and student-managed portfolios. These add depth and breadth to testing data when evaluating a student.

How can university-sponsored programs such as the 4-H Youth Development Program mitigate the dominant school-based instructional model (teach and test) in a way that is both supportive of the individual's academic growth, while also developing an understanding that academic achievement and personal accomplishment are interrelated? How can the University provide a "value add" to the learning opportunities of children? At a recent Project Based Learning Conference academic faculty of the University's 4-H program made presentations to educators from across California that were very well received. Their presentations described, and provided evidence that children and adolescents engaged in project based learning activities developed academic skills, acquired knowledge, and applied that knowledge to solving real world issues in their communities. These "authentic" learning situations certainly incorporated student

knowledge, but they also drew upon problem solving and strategic thinking skills. The knowledge and skills were applied, and the results provided an authentic and relevant assessment.

At the University too, there are increasing opportunities and support for undergraduates to engage in academic learning opportunities that involve fieldwork. Many such opportunities are tied to the University outreach programs. Since each of these programs and situations are unique, there need to be evaluation strategies that can accommodate disparate situations, amounts of time, and depth of involvement. One strategy is to use student developed "portfolios" that outline the student's personal and professional goals, accomplishments, and impact while relating the field experience to their academic coursework. Again, this idea is not a new one, in fact most educational goals are, in essence designed to help students achieve a more enlightened intellect, and a satisfying and meaningful life, not necessarily a higher test score.

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*Staff Profile contued from front page*

for her oldest son, the once shy teen was there as a 4-H volunteer "to give back to an organization that had given her so much." Because of these experiences when Loran started exploring employment opportunities at the University it was only natural to be attracted to the 4-H Program. Her first 10 years with 4-H focused primarily on Citizenship and Leadership projects. During that period she received the Cooperative Extension Award honoring outstanding support staff. The past seven years have been devoted to Science and Technology projects. Loran has been an active member of the California 4-H Association, serving as a regional representative, secretary, and is currently serving her second term as vice president.

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## Asset Development

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*by Sally Stanley*

For those of us interested in bringing asset development to the State level, being ratified and receiving funding from DANR to begin meeting as a workgroup was an opportunity to finally put our creative ideas into some type of format. Currently, the asset development workgroup has focused on four main areas of activity. We would basically like to

- expand the development of the asset approach already taking place in California by linking communities through annual Link 'n Learn conferences.
- apply for funding to develop an asset network and web site for California communities.
- research communities in California that are currently designated as "healthy communities" by Search Institute, in order to glean information from these communities as to what would be the most useful information to communities newly initiating the process.
- research the same communities from the perspective of youth living in the selected "healthy" communities.

We are excited that our research plans also offer an opportunity for professional development for Cooperative Extension personnel in the areas of field research and qualitative analyses. All participating UCCE staff would receive a rich applied research experience supported by intensive training sessions and ongoing coaching. The workgroup has submitted a proposal to DANR and is currently seeking funding for an extensive web site that would allow networking on assets to continue throughout California.



## 4-H Center for Youth Development Contact Information

The Center is open Monday thru Friday from 9:00 a.m. to 5:00 p.m.

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## CDPAC meeting

By Sally Stanley

The Attorney General's office is presenting a conference series called *Safe from the Start* exploring the effects of exposure to violence on young children as well as strategies for local prevention efforts. The conference is supported with \$300,000 from the Children and Families (Prop 10) Commission. The focus of the *Safe from the Start* effort is on brain development and along these lines, the Child Development Policy Advisory Committee (CDPAC) is working on a brain development concept paper, emphasizing the importance of consistent, reliable and nurturing child care for optimal brain development.

The March meeting of the Children and Families First Commission was held in Los Angeles and featured a panel on diversity. The State Commission will develop an advisory committee on diversity. Each Commissioner will nominate 2 people by the end of April. The Committee on Diversity will consist of 6-9 experts in the areas of child care, mental health, literacy, children with special needs, family support and parent education.

The LA Commission is making \$4 million available for grants to improve the quality of childcare for children under five. It was suggested that in the future some CDPAC meetings be held in Southern California because many people cannot attend meetings in the Sacramento area.

Discussion followed on the possibility of shifting Prop 98 funds, which require a minimum funding level for K-14 education. Governors and Legislators are hesitant to over-appropriate Prop 98 because you can never reduce the appropriation. Governor Davis has over-appropriated Prop 98 by \$257 million dollars. Advocates say that shifting childcare monies from Prop 98 would free up \$1 billion dollars for child care. Concerns

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The 4-H Center for Youth Development is located in the Department of Human and Community Development on the University of California at Davis campus. Stop by and visit us on the third floor of Hart Hall. Our main office is 3325 Hart Hall.

# Pathways 2000

By Sally Stanley

Pathways 2000, the sixth annual inservice training for Cooperative Extension professionals presented by the 4-H Center for Youth Development took place at the Buehler Alumni Center at the University of California, Davis, February 29th and March 1st, 2000. In the Center's ongoing effort to be sensitive and responsive to the changing needs of attending professionals, the conference was modified in two major ways:

- three intensive and sequential thematic strands were offered, and
- County Youth Advisors were encouraged to invite community partners and collaborators.

Over ninety people attended the conference. We were very pleased at the increased attendance and that our changes were so well received. Forty-eight conference evaluations (53 %) were turned in, three from County collaborators. The ratings presented below are based on the evaluations received, and on a scale of 1 (the lowest rating) and 5 (the highest rating).

As a whole, most attendees (98%) were pleased with Pathways 2000 giving this conference an overall rating of 4.55. Ninety-eight per cent felt the conference was relevant to their work (a rating of 4.51). Ninety-six per cent were satisfied with the amount of new material learned (rating of 4.46). Although

ninety-eight per cent felt the conference was well organized (a rating of 4.58), only eighty-three per cent felt the pre-conference mailings and information were satisfactory (rating of 4.26). Written comments spoke to attendee's enjoyment and relaxed atmosphere of the conference as a whole. Several people commented on the higher attendance and the need to look for larger facilities for future conferences.



Dr. Emmy Werner

## Keynote Speakers

Dr. Emmy Werner, a leader in resiliency and recovery in high-risk children presented the keynote address. Attendees rated the keynote address 4.35 and many commented that her address was the highlight of the conference. Called a "fascinating" individual with "insightful" comments, Dr. Werner's keynote address was also listed several times as one of the great strengths of the conference.

Pamela Cook, a representative of the Clorox Company provided useful and relevant information on fund raising and grants writing. Many attendees (33.4%) enjoyed having a capnote speaker and felt the information was useful (31.3%). Written comments suggested this topic

might best be presented in a workshop environment. The topic was also listed as a relevant topic for next year's conference.

## Thematic Strand Format

Most attendees (87.5%) were pleased with the selection of topics for the thematic strands (rating of 4.45). Sixty-seven per cent said they preferred to have topics presented in one long thematic strand instead of having to choose from a variety of independent workshop topics. Twenty-three per cent preferred to maintain a neutral position on the subject of thematic strands. The overall rating for the thematic strand format was 4.23. However, ninety-six per cent of attendees who filled out and turned in an evaluation form felt the three strand model allowed for the development of an understanding of a topic of interest to them (rating of 4.56). Write-in comments on the usefulness of the all day strands included: "I enjoyed spending the whole day on one topic for a change." And that it is "better to hear one in depth than several overviews." One person commented that this format would be most useful in a two-day format with the second session having shorter concurrent sessions. Others commented that one day was still too short and they would have preferred a two-day intensive.

One intensive workshop, *Outcome-based Program Planning and Evaluation: Outcomes for Success!*, was presented by Dr. Jane Reisman of Organizational Research Services, a research and evaluation firm. Participants received the book "Outcomes for Success" and learned the basics of program planning and evaluation following a "logic model." Scores for this strand ranged from 4.36 to 4.80.

A second intensive workshop, *Preparing for Success: Project Management*, was presented by Dr. Stevan



Work at the Conference

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Kukic, a consultant for Franklin Covey Institute. Participants received the book "To do..doing..done!" and learned strategies to maximize creativity and productivity. Scores for this strand ranged from 4.67 to 4.95.

The third intensive workshop, *Charting Community Collaborations*, was presented by Hartley Hobson, Project Director at the Innovation Center for Community and Youth Development of National 4-H Council and Beth Knisely-Tucker of the University of Arizona Cooperative Extension System. Both have extensive experience in mobilizing communities and community development. Participants received the "Collaboration Handbook" and learned various strategies to enhance collaboration in their counties. Scores for this strand ranged from 4.08 to 4.20.

## The Riverboat Cruise

After a short but fun bus ride to Old Sacramento, we boarded the *Spirit of Sacramento* riverboat for a buffet sunset din-



*Fun at the Conference*

ner and a cruise along the Sacramento River. Seventy-seven individuals attended the dinner cruise including sev-

eral faculty members. Eighty-nine per cent of the attendees who turned in evaluations agreed that the riverboat cruise provided an opportunity to not only network but to have fun and relax (rating 4.46). Some comments about the cruise included "What a great dinner and night" and "It was an exciting experience."

## Overall strengths of the conference

Attendees were pleased with the relaxed environment and ample opportunity provided for networking. Several comments in this area focused on the "strand" concept allowing for a good pace rather than being "rushed." The evening boat ride seemed to contribute to this relaxed atmosphere and time for networking.

## Suggestions for future conferences

Attendees made several suggestions for future conferences which included: obtaining larger facilities and conference rooms; repeating some of this year's topics so those who missed one of this year's topics could take it next year; having workshops on grant writing and fund raising, evaluation and marketing strategies. Last but not least - (perhaps due to a higher number of nutritionists in attendance) - more fruit instead of cookies!

We are eagerly looking forward to next year's conference and are in the process of seeking willing participants for the 2001 Conference Advisory Board. Please contact me, at [smstanley@ucdavis.edu](mailto:smstanley@ucdavis.edu) if you are able to work on the planning of next year's event. Advisory Board participation only involves a few teleconferences.

## **4-H CCS request for proposals available**

The 4-H Cooperative Curriculum System is gearing up for another round of new curriculum development projects. Please check their web site, [www.n4hccs.org](http://www.n4hccs.org) for a full description of the pre-proposal/proposal process and a list of subject area priorities the CCS has established for the FY 2001.

As a state we would like to strengthen our contribution to CCS efforts and in turn benefit from the opportunities that CCS is offering. There are several different ways we, or you as an individual, can become involved in the CCS curriculum development process:

- Organize a state design team and submit a proposal
- Collaborate with other states in organizing a design team and submitting a proposal
- Express interest in working on a design team that is in the process of organizing

Currently, a design team for leadership curriculum is under development and Dan Desmond would like to organize a State design team for Garden-based Learning Curriculum. Please contact Ella Madsen for further information.

## **New web site for youth development curriculum design and evaluation**

The 4-Fold Youth Development Model resource materials for the design and evaluation of youth development curriculum and programs is now available online. Check out [www.four-h.purdue.edu/fourfold/](http://www.four-h.purdue.edu/fourfold/). These materials are also available in hard copy.

## **Product premiere**

4-H CCS will be hosting a product premiere November 4-5 in Denver, Colorado. Registration for this event is at their web site listed above.

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# California CYFAR Project Hosts our Federal Liaison

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By Robyn Caruso

May 2000 marks the beginning of our CYFAR project's fourth year, and we took this opportunity to host a site visit from our USDA federal liaison, Dr. Janet Edwards. Janet is a Cooperative Extension Specialist at the University of Idaho, and she also has a half-time appointment as a USDA Administrator. Among her USDA tasks is the oversight of the CYFAR State Strengthening Projects in nine states. She visits each of her sites periodically to get an update on the programs and to provide feedback.

Janet was in California from April 27-May 2, and we kept her very busy indeed. We traveled to each of our three community sites: the GreenNet program in Santa Barbara, College Bound in San Francisco, and the Orland Afterschool Program in Glenn County. Visiting these sites gave Janet a chance to meet with all of the community partners and to see the sites firsthand. Since she is the person who reviews our project's annual reports and renewal proposals, it was especially important that she was able to see the community sites and the programs in action. Janet seemed to be particularly impressed by the strength of our community partnerships, as well as with the accomplishments of these community sites in serving at-risk youth and families.

In addition to visiting the community programs, we also met with several DANR administrators. On May 1, we met with Lanny Lund, DANR Assistant Vice President-Programs, in Oakland. This meeting provided Janet with background information on how Cooperative Extension is organized in California. On the Davis campus, we also met with

Lovell (Tu) Jarvis, Associate Dean in the College of Agricultural and Environmental Sciences (CA&ES), who provided information on campus administrative structures supporting UCCE projects. Finally, we spent time with 4-H YD Program Coordinator Dan Desmond and the staff of the 4-H CYD, to provide an overview of California's 4-H YD Program.

We were very pleased for the opportunity to share our programs with Janet, and it was an enjoyable learning opportunity for all involved.

## An Update on the Garden-based Learning Workgroup

By Ramona Carlos

The Garden-based Learning workgroup (GBL) held a convocation this past March. There were over 60 people in attendance, including teachers, 4-H youth staff, UCCE professionals and representatives from various community-based organizations from throughout California. The purpose of the convocation was to bring together the diverse membership of the workgroup and allow time for networking, to learn about innovative programs involving children's gardening and for identifying those particular areas on which the workgroup membership wants to focus. A keynote address was given by **Bill Andrews** of the CA Department of Education. His talk centered on current ef-

forts being made in environmental education, including commenting on the study "Closing the Achievement Gap - Using Environmental Education as an Integrating Context for Learning." One part of the day was focused on the presentation of unique garden-based programs which are on-going in California. The speakers included **Yvonne Savio**, a program representative from LA county, who spoke about the Common Ground Garden program, **Kelli Wessman**, who has established "Garden of Learning" in Placerville, and **Judy McClure**, a program representative from Sacramento County who talked about the establishment of a junior master gardener program in the county. It was also fortunate that **Randy Seagraves**, from Texas A&M University was able to provide a description and presentation of a 4-H Junior Master Gardener program developed at the university. (This program is currently being piloted in several counties. If anyone would like a brochure about this program, please contact Ramona Carlos at 530/754-8435.) The convocation will become an annual part of the GBL workgroup and probably the only time during the year that all members will be able to meet. Currently the workgroup has submitted a proposal for the new funding year and is anticipating notification about ratification within the next few weeks.

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# Workforce Preparedness News

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By Ella Madsen and Mike Mann

## ***Model Program from Orange County: Teen Job Fair***

Each spring the South Orange County Teen Job Fair attracts nearly a thousand teens from eight cities to a day of employment prep workshops, mock interviews, and the chance to talk with and complete job applications with over 50 employers. Many teens are hired on the spot. Employers represent a wide spectrum of companies and organizations ready to hire teens: Macy's, Disney, Del Taco, Toys R Us, Robinson's May, UPS, T.J.Maxx, Unisys, WalMart, Westaff, Sears, and BancForce to name a few. (This year employers were hiring youth at age 15 as the employment market in Orange County is very tight.) Employers are "teen friendly" and offer work schedules built around the youth's "other jobs" like going to school and sports.

PIHRA (an association of corporate Human Relations Directors) offers one hour workshops in three areas: Job Search Strategies, Successful Interviewing, and Keeping The Job. Teens also have one on one interviews with PIHRA members and ROP counselors before interacting with employers.

Mike Mann, Orange County 4HYD Advisor, along with nine other private/public/governmental groups work collaboratively in the Adults for Youth Coalition to make this an outstanding annual event that has gained the support of businesses, youth, and parents of the community. The event began years ago when the Coalition decided to survey teen youth to see what their real needs were – almost unanimously the youth responded "JOBS". They didn't want career info which was available through school's Career Fairs. They wanted jobs.

For years the Coalition presented popular Teen Expos for six South Orange County cities centered around themes like substance abuse prevention, teen pregnancy, and recreation (surfing contests, etc). While the events were popular (who doesn't like an Expo on the beach), Coalition members felt the Expos weren't doing anything for youth other than dispensing information and providing recreational events. Teen Job Fairs definitely meet an identified clientele need and offers more than information.

For more information on teen employment experiences, contact Mike Mann at [mpmann@ucdavis.edu](mailto:mpmann@ucdavis.edu).

## ***New Entrepreneurial Curriculum Available to the State***

Produced by the National Home-Based & Micro Business Design Team for the Communities in Economic Transition National Initiative of CSREES, the Cashing in on Business Opportunities curriculum is designed to be used by educators who work with youth and adults interested in home-based and micro businesses. The curriculum, comprised of 22 teaching modules, covers a wide array of topics important to potential and current business owners. Each module was written by Extension Specialists with experience and expertise in small business development. The modules follow a basic format consisting of a leader's guide (with goals and objects), narrative, hand-outs, and transparency masters. Also included with the curriculum is a disk containing a computer generated graphic presentation of the transparencies. The curriculum is intended to be used in a variety of education ways, such as:

- Reference tool for educators
- Reference tool for entrepreneurs
- Single topic short course (covering only one chapter)
- Multi-topic workshop
- Comprehensive course

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were raised that many children in existing programs would be displaced. Also, that our current philosophy tends to view child care as "babysitting" when it is education. The goal of the CDPAC has been towards a universal pre-school and a seamless system of education. If funds were shifted from education to child care, the statement is made that child care is not education. Discussion continues on after school programs held on school sites which would remain within the Prop 98 funding limits.

The State Interagency Coordinating Council presented a position paper on the need for child care by families with children with disabilities and requested the support of the CDPAC. Last but not least, Early Head Start announced they were accepting applications for new grants for Early Head Start programs. Information on the application process is available on their web site: [www.ehsnrc.org](http://www.ehsnrc.org) or you can call Mary Ann Doan at 707-664-2957.



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As many of you know Charlene Logan, our administrative assistant, has taken a position as editor at the School of Law. Charlene did an excellent job of designing our current publications and brochure. We at the Center will certainly miss her artistic talent, but of course wish her well in her new and exciting current position as an editor.



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