



UPDATE



DIRECTOR'S NOTES

By Richard Ponzio, Ph.D.

As I begin my third year as Director of the 4-H Center for Youth Development, I can reflect on the changes that have occurred within the Division of Agriculture and Natural Resources that have directly impacted the 4-H Center. The most significant change is the restructuring of the Division to increase its capacity to address emerging issues through the funding of workgroups that address program priorities. The workgroup structure encourages, and provides resources for youth development staff to work collaboratively with specialists and faculty to implement a cross-disciplinary problem-solving approach to issues. Outcomes from the restructuring and the formations of workgroups are visible throughout the organization.

One outcome, visible throughout the Division, is an emerging trend toward more academic conferences addressing issues related to non-formal and community-based education. The Division and/or institutions of higher education, including several campuses of our own university often sponsor these conferences. As a learning organization, we are involved in increasing the public awareness that not all learning takes place within the confines of a "campus" or "course." We can, and do, learn much from each other and often times we share this collective wisdom through our participation in both the presenter sessions and the informal gatherings provided by



David C. Campbell, Ph.D. is a political scientist who serves as Cooperative Extension Specialist in Community Studies in the Human and Community Development Department at UC Davis.

Faculty Profile

By Sally Stanley

David Campbell is a Community Studies Specialist in Cooperative Extension at the University of California at Davis. As such, he provides programmatic leadership on a statewide basis on social policy and development issues that confront all California communities. We are very fortunate to have someone of Dave's caliber here at UC Davis. The opportunity to relocate to Davis was really presented to Dave's wife who was called to a position here as the minister of a Presbyterian congregation. Fortuitously for all of us in Cooperative Extension, Dave was willing to relocate to this area. Dave and his family have moved extensively in their search for the right place to settle down. Attracted to political science as an undergraduate in Pennsylvania, he went on to complete his Master's degree at Ohio State and received his Doctorate at the University of Oregon in 1984. He and his family have also lived in Atlanta as well as the Bay area. A native of Tennessee, Dave and his wife and their twelve-year-old son have now lived in Davis since 1989.

In the early 1990s, Dave lectured in Political Science and held a part-time position with the Sustainable Agriculture Research and Education Program (SAREP). In 1996, DANR funded a community development and public issues workgroup proposal to use USDA rural development funds for work on citizenship and governance at the community level. This opportunity led to the development of the California Communities Program (CCP), which Dave has directed since its inception. The CCP is a unit of the Department of Human and Community Development at UC Davis, with statewide responsibilities. Its mission is to strengthen the capacity of citizens in community settings to reflect, deliberate, and act upon common problems and shared ideals.

For example, the CCP will soon be completing a contract with the California

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Richard Ponzio, Ph.D.
Director, 4-H Center for
Youth Development
Department of Human
and Community Development,
UC Davis

the conference structure. Three such professional conferences are offered: the Statewide 4-H Program Conference held in November, the DANR Conference in February, and the CYFAR Conference in March. Each of these conferences provides opportunities for us to learn more about our organization, build our skills, and network with other professionals. The availability, quality and diversity that are offered by these professional development conferences are superb and a credit to our University.

Due to the number of conferences being offered, and an awareness of the increasing demands being made on 4-H Youth Development staff, the 4-H CYD staff have decided not to hold the annual 4-H CYD Spring Conference. However, in place of the Spring Conference we are taking this opportunity to direct professional development efforts towards specific youth development issues by offering a series of one-day workshops throughout the year on topics relevant to youth development staff. The first in the series of one-day workshops was a grant writing workshop entitled "Planning and Funding Informal Learning Projects". The workshop was co-hosted by the Center and the California 4-H Association and held on December 1st at UC Davis. This workshop was offered in response to an increasing need to rely on outside funding to develop new research-based programs for use by 4-H and other youth serving agencies.

A second outcome is the concerted

effort by DANR to create supportive environments in which culturally diverse youth and adults can reach their full potential. The 4-H Center received temporary funding for a Spanish language bilingual professional. Gloria Widner was selected for the position and will work to strengthen existing on-going 4-H literacy projects and to collaborate with the UCD Outreach Programs. The focus of this work is to introduce 4-H and DANR programs to Latino youth and families. Gloria will also assist County 4-H staff in the adaptation and pilot testing of research tools that are culturally and linguistically appropriate for Latino audiences.

A third development at the Center is the creation of a more comprehensive website that will more closely connect us with California communities that have a pressing need for research-based information on youth development. The website will showcase the research being conducted by each of the 4-H Youth Development Specialists and the on-going work of the 4-H CYD researchers and graduate students. Our quarterly publications, *Research You May Have Missed*, the *Focus*, and the *Update* Newsletter will be available for downloading from our website. We will let you know when it is "on-line" and hope that you will visit the fourhcyd.ucdavis.edu web site often; and let us know if you find it valuable (or not), and how it might be improved.

The restructuring of DANR has also resulted in increased requests from County 4-H staff for support and assistance in developing evaluation methods and tools for community and statewide programs. As you already know, the 4-H Center has been working on research projects from Assets to Workforce Preparation, leaving space for "X, Y and Z", so there's still room to grow.

NEW HSRC REQUIREMENT FOR RESEARCHERS EMPLOYED BY THE UNIVERSITY OF CALIFORNIA

Effective October 1, 2000, all research personnel listed on each human subjects protocol will be required to complete the two Human Subjects Review Committee (HSRC) approved educational on-line tutorials. This requirement applies to all studies whether clinical, social or behavioral. The HSRC will not review any protocols unless documentation of completion of the tutorials is on file. If you are a Principal Investigator, you should review these tutorials before you do any research so that you are aware of your responsibilities. Lack of knowledge about this material will not be considered an excuse for fulfilling the requirements. If you are interacting with humans in the line of research, you are dealing with human subjects. Research is defined as systematic investigation designed to develop or contribute to generalizable knowledge. For example, will information derived be applicable to other cases? Will it be gathered systematically so that conclusions can be drawn and so that others can review those conclusions? Any research done with children automatically requires Human Subjects approval. To find out more information go the web page of the Office of the Vice Chancellor for Research: <http://ovcr.ucdavis.edu>. Under Quick Links select Human Subjects. On the Human Subjects page select Training and Certification. On the Training page select Instructions for completing the online tutorials. This will lead you into step by step instructions on how to complete the tutorials. Remember you need to com-

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National CYFAR Conference in CHILD DEVELOPMENT California!

By Robyn Caruso, CYFAR Coordinator/Evaluator

CYFAR 2001 Children, Youth and Families At Risk Program San Diego, CA

The upcoming National CYFAR (Children, Youth and Families At-Risk) Conference will be held in San Diego, CA from March 22-24, 2001. In the past, the conference has been both well attended and received. The conference will take place at the Hyatt Islandia Hotel, which is located right on Mission Bay. The CYFAR Conference is a great place to network with other youth development professionals from across the country. With the conference being in our state, I encourage all of you to consider attending in San Diego.

Online registration will be available December 15 on the National CYFAR web site. Be sure to register early as the registration will be capped at 700 participants due to facility constraints. The deadline to register for the conference is January 18, 2001. To make hotel reservations, contact the Hyatt Islandia at (800) 233-1234 and identify yourself as part of the USDA/CYFAR Conference.

Special conference room rates are \$120 for a single and \$140 for a double. Please note that the final day to make hotel reservations is February 20, 2001.

In late May, several of the California CYFAR folks went down to the conference site in San Diego to meet with the Executive Planning Committee. This was a chance for the California CYFAR Project to share our perspective and to get involved in the conference planning. Since this initial meeting, we have all volunteered to serve as Committee Chairs or as Committee members. We are working diligently to make the conference as productive and informative as possible. You won't be disappointed!

For more information about the CYFAR 2001 Conference, please go to the CYFAR web site at: <http://www.reeusda.gov/4h/cyfar/cyfar.htm> or feel free to email me at racaruso@ucdavis.edu.

Hope to see many of you in San Diego!

NEWS

By Sally Stanley

CDPAC U.S. met with Olivia Golden, the Assistant Secretary for Children and Families. Ms. Golden said that nationally one-tenth of those children eligible for federally subsidized care are receiving it, while in California only six percent of eligible children receive subsidies. Ms. Golden volunteered her assistance in helping to solve California's issues with children and families.

Jean Ross, Director of the California Budget Project shared that there is strong revenue growth for California. The Healthy Families Program has been fully funded. There is a debate between the Governor and Legislature on how to define needy families for the purpose of spending CalWORKs dollars. Federal TANF regulations have an expansive definition of needy families while California has a narrow definition of needy families. The Administration wants to prevent counties from using the federal definition because of their concern that they will have to maintain funding if federal funds are lost along the way. There is a lot of money in the budget for juvenile justice early prevention programming.

Michael Jett, California Department of Education, Child Development Division shared that an RFA for \$97.8 million dollars has been released to fund preschools. The applications received totaled only about \$71.8 million.

Patti Huston shared information on California's Children and Families First Commission. They are still holding public forums to determine their objectives and priorities. If you would like more information on the Commission, their website is www.cffc.ca.gov.



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plete two tutorials: NIH and UCI. You will be able to print the certificates of completion at the end of the tutorial. You must send these certificates in to Human Subjects prior to submitting your protocol. For the UCI tutorial enter yourself as a guest and sign your name on the certificate. The NIH certificate will be printed with your name. Please feel free to utilize the 4-H Center for Youth Development if you need help with any of these requirements.

WRITING WINNING GRANTS WORKSHOP

A one-day workshop (Planning and Funding Informal Learning Projects) was hosted by the 4-H CYD and the California 4-H Association on Friday, December 1, 2000 at DANR Plum Room, UC Davis.

This one-day workshop introduced the fundamentals in effective project planning and the development of a proposal for major funding. Goal-setting, needs assessment, program design, program management, budgeting, and evaluation were introduced through presentation and lively discussion. The workshop featured an introduction to basic elements in writing winning grants, an overview of funding sources, and a “hands-on” mock review by participants of actual grant proposals that have been submitted to federal agencies and private foundations for funding. Participants received copies of sample grant proposals and an extensive manual covering project planning, federal and private funding sources, and informal education resources. Bob Russell of Informal Learning Experiences in Washington, D.C. conducted the workshop.



Introducing Gloria Widner, 4-H CYD Bilingual Outreach Coordinator

It is a pleasure to be part of the 4-H Center staff. Born and raised in Honduras, my appreciation for other cultures was further developed as an international student in the United States. I am committed to educational programs for youth and enjoyed designing a multicultural educational program for the International House in Davis. As some of you may know, I was the Bilingual Coordinator for the 4-H SERIES and YES projects. Prior to these programs, I worked in a bilingual capacity for an international Engineering Consulting firm and for the Peace Corps in Honduras. When I am not working or spending time with my family, I like to volunteer at the International House which focuses on promoting peace and understanding among people from different cultures. I am really looking forward to working with all of you!

UPCOMING EVENTS

Odyssey 2001
Measuring and Building on Success
February 22-23, 2001
Riverside Convention Center
<http://danr.ucop.edu/swcon/>

National CYFAR Conference
March 22-24, 2001
Hyatt Islandia Hotel, San Diego
<http://www.reeusda.gov/4h/cyfar/cyfar.htm>

Ninth Annual Conference on Project-
Based Learning
March 29-30, 2001
Bill Graham Civic Auditorium
San Francisco
<http://www.co-nect.net>

Reach for the Stars
California School-Age Consortium
April 19-21, 2001
Hyatt Regency, Sacramento
<http://www.calsac.org>

California Communities Coordinating
Conference
April 25 and 26, 2001
UC Davis
<http://hcd.ucdavis.edu/outreach>

Quad State 4-H Association Conference
May 16-18, 2001
Doubletree Hotel
Orange, CA
Contact: Carla Sousa, Pres. CA 4-H A

By Ella Madsen

“Getting a job and keeping it are, of course, among the most important markers of the transition to adulthood. It is the path to economic independence as well as a major aspect of the identity of most adults.” (Mortimer and Johnson, 1998). According to Entwisle and her colleagues (2000) during the past 40 years research efforts to understand how work evolves over the life course and the factors that shape that evolution have passed through three major phases:

- 1) Before 1970 little or no attention was given to paid employment among students. However, the few studies available suggest that 75% of 16-year-old boys in the 1940’s were employed. Studies from the 60’s and 70’s indicate boys in the 7th grade often worked for pay outside the family.
- 2) In the 70’s technology made it possible to conduct research based on national samples. These types of studies made it clear that the majority of high school youth were involved in paid employment. The primary focus of these studies was on the positive benefits of working 20 hours/week or less—enhanced employment opportunities and job performance after high school for the non-college bound, reduced probability of dropping out, and above average academic performance. These studies also indicated that students who worked longer than 20 hours/week showed lower academic performance and a greater use of alcohol and tobacco.
- 3) In the early 1980’s researchers began to take a harder look at the negative impact work appeared to have on school performance and personal development. Several major studies attributed drop out and/or lower school performance, strain on fam-

ily relationships, increased substance use, and negative influence on mental health and psychological well being to adolescent involvement in the work place, particularly to work that demanded long hours (Mortimer and Johnson, 1998).

We are now entering a fourth phase of research on youth and work. The conditions under which work may have negative effects are being re-examined and more consideration is being given to the characteristics of youth who choose to work, especially those who



choose to work 20+ hours per week (Entwisle, Alexander, & Olson, 2000). Current research is focusing on the interactive relationship of school performance in elementary and middle school and the work patterns youth may adopt during high school. It would appear that youth who do not feel successful in school, are disinterested, or have low expectations for education beyond high school in the early years are more likely to start working earlier and to have a work pattern characterized by short duration, high intensity (+20 hrs/wk) jobs (Mortimer and Johnson, 1998). In their study of work patterns among youth in inner city Baltimore, Entwisle, et al. (2000) found that African American youth were more likely to follow this pattern of work than their white coun-

terparts. Young people who followed the short duration, high intensity pattern were also of a lower socioeconomic level. Those working students from higher SES families were characterized by a work pattern of long duration and low intensity, a positive academic orientation and higher academic achievement (Mortimer and Johnson, 1998). The findings of the Baltimore study indicated that white middle-class youth were more likely to find semiskilled, long term, low intensity employment even though they applied for fewer jobs than African American youth. Although African American youth applied for as many or more jobs than their white peers they were less likely to be hired.

The most consistent findings of research on youth employment over the past 60 years are:

- 1) ninety percent or more of youth do work sometime during their high school career (Mortimer & Johnson, 1998), and
- 2) work during high school can be beneficial if it is restricted to 20 or fewer hours per week. For youth the role of worker as well as student has become the norm. How adolescent work experiences influence the development of their vocational/work identity has yet to be thoroughly explored. The implications of youth spending nearly, if not the same, amount of time in the workplace as they do in the classroom are many. To name a few:
 - Youth are learning to manage multiple roles at earlier ages than previously may have been considered. Consequently they are also experiencing the stress that comes with such a challenge (Mortimer and Johnson, 1998).

- The workplace can have a powerful impact on youth with regards to work ethics, work habits, self-awareness of aptitudes, interests, and values, as well as the development of workplace competencies (SCANS).
- Skills, knowledge, and experiences associated with the workplace are potentially transferable to other roles such as student, family member, community volunteer, participant in extracurricular activities, etc.
- As technology advances and the division between skilled and semi or unskilled jobs increases, the employment opportunities open to youth during and immediately following high school are often restricted to low end semi-skilled and unskilled jobs. Studies indicate this may be especially true for African American, Hispanic, and/or youth from low-income families (Stevenson, et al., 1998). Thus the experiences of finding a job and working may have a very different meaning for a low-income ethnic minority adolescent versus a middle-income white adolescent.
- More (90%) young people than ever (Stevenson, et al., 1998) want to obtain at least a four-year college degree in order to qualify for occupations that require training and consequently higher salaries and status. This may be a product of the growing division between jobs dependent on training and those that do not (Bidwell, et al., 1998; Stevenson, et al., 1998). In most cases a young person will continue to work to help finance this college degree (Stevenson, et al., 1998).

There is a paradigm shift underway regarding the role work plays in the life of an adolescent. In the past an adolescent's work experience was generally seen as an important step toward their future occupation. With the increase in technology and the need for more and more training for entry level jobs, the work youth often engage in has become less and less related to their occupational aspirations (Stevenson, et al., 1998) and therefore, seen as less important. As research has led to new understanding of the role work can play in the life of an adolescent, the role of worker is beginning to be viewed as one of the primary life experiences for many adolescents.

This view is reflected in high school programs that endeavor to make academic learning and experience in the workplace complimentary, even synergistic in nature.

Hopefully, future research will lead us to greater understanding of how the work experiences of youth influence their career directions and their work identity in adulthood.

See *Research You May Have Missed...* for references.

Faculty Profile continued from front

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Department of Social Services to evaluate the Merced County Attendance Project (MerCAP). This demonstration project seeks to address high absenteeism among students from families receiving cash assistance through the new California Work Opportunities and Responsibility for Kids (CalWORKs) program (formerly AFDC, Aid to Families with Dependent Children). The evaluation will study the impacts of the project, the process by which it was implemented, and the cost of implementation. (More information on CCP is

available on the web at <http://hcd.ucdavis.edu/outreach/ccp.html>. Information on the MerCAP project is available on the web at hcd.ucdavis.edu/outreach/CCP/cp.html#MerCAP.)

As Chair of the California Communities Coordinating Conference, Dave is now working with a planning committee to develop the annual conference set for April 25 and 26, 2001 in Davis. The tentative conference theme is *When Science becomes Civic: Connecting the Engaged University to Learning Communities*.

Also, since Dave's research examines public policy and community development processes at the county level, he is currently monitoring civic engagement in the utilization of the tobacco tax monies (Prop 10) intended for the support of children aged 0-5 years. Since 1997, he has served as lead investigator on how welfare reform is being implemented in six California counties. In both cases, Dave feels his research work has been greatly enhanced by the assistance of Cooperative Extension Advisors in the counties. His connection with the counties permits him access to the practice of active citizenship and the ways that county governments collaborate with non-profit organizations within the community.

While talking to Dave, he mentioned that "community development is an integral part of what we all do in Cooperative Extension." Dave believes that as power has devolved from the federal to local government, more discretion is available for community-based programs. Dave is convinced that this is a great time for Cooperative Extension to reinvigorate its historic role as a catalyst of democratic decision-making in local settings. If you would like to contact Dave, you can reach him at 530-754-4328 or at dave.c.campbell@ucdavis.edu.

By Sally Stanley

This idea comes from Donna Martinson, Kansas State Geary County Extension Office. Organizations and agencies were encouraged to participate in a school fair and provide something interactive for parents and children to do at each booth.

In cooperation with the Salvation Army, funds were raised to provide free backpacks and school supplies for over 600 children. The free backpacks were then given to children who attended the school fair as long as they were accompanied by a parent.

Some examples of prizes that were given included a Kansas State University bookmark to promote reading for pleasure (an asset) and aspiring to continuing education beyond high school (hopefulness for the future) and a magnet with a listing of organizations and agencies in the community that serve the needs and interests of young people.

Everyone received a copy of the 40 Developmental Assets handout. People walking by that didn't participate in the activity also received the same things with an explanation of the importance of assets. Donna's developmental asset activity at the booth proved to be very popular and the last to close at the fair. The activity is as follows:

Cut a thick (4" diameter) foam swimming noodle crosswise into discs about 1" thick. Make 40 discs and label each one with a different developmental asset. Have pairs of one parent and one child, or in some cases 2 children, stack the discs between them as if they are trying to put the noodle back together. Participants can use hands, heads, chest, or

any other body part. Participants have to stack on as many assets as possible making the stack horizontal with each taking turns adding a disc to their end.

Donna said she explained to participants that no disc could be added until it had been read out loud and a brief explanation of what it meant was given. Parents and children both did a wonderful job of explaining what the asset meant. She did some gentle coaching if they seemed to be struggling. She kept track of how many assets were stacked. When participants got to 10, they were told that children with 0-10 assets are not likely to make good decisions for their health and behavior. When they got to 18, they were told that this was the average number of assets of children in the USA. Participants were encouraged to go for at least 31-40 assets because that is the number of assets that children really need. With 31-40 assets, children were more likely to be successful in school, stay out of trouble, and make decisions that would keep them healthy and safe. There was a lot of cheering, encouraging and fun with this activity. If anyone had a score lower than 18 because the "noodle" collapsed, they were encouraged to do the activity again. Several pairs got all 40 assets. A marker board labeled "What Young People Need to Succeed—Assets!" provided a place for each pair to record their score when they were done. Pre-schoolers through teenagers played the game. This was a wonderful opportunity to promote developmental assets, point out the benefits of teamwork and supporting one another, and validate what parents and children knew about asset building.

29th ANNUAL AEE INTERNATIONAL CONFERENCE

The 29th Annual Association of Experiential Educators (AEE) Conference *The Odyssey of Learning* will be held November 1- 4, 2001 at the Charleston Civic Center in Charleston, West Virginia. The call is out for proposals for workshops and exhibits with a deadline of January 29, 2001. Go to <http://www.aee.org/conferences/2001> for more information.



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.

Administration Office (530) 754-8432
FAX Number (530) 754-8440
fourhcyd@ucdavis.edu
<http://fourhcyd.ucdavis.edu>

Richard Ponzio, Ph.D. (530) 754-8432
Director (530) 752-8824
rcponzio@ucdavis.edu

Ramona Carlos, M.S. (530) 754-8435
Research Associate rmcarlos@ucdavis.edu

Robyn Caruso, MSW (530) 752-2766
CYFAR Project Coordinator/Evaluator racaruso@ucdavis.edu

Loran Hoffmann (530) 752-9914
Program Representative lhhoffmann@ucdavis.edu

Ella Madsen, M.S. (530) 754-8755
Research Associate ermadsen@ucdavis.edu

Sally Stanley, M.S. (530) 754-8434
Research Associate smstanley@ucdavis.edu

Gloria Widner (530) 752-8432
Bilingual Outreach Coordinator gnwidner@ucdavis.edu

Marc Braverman, Ph.D. (530) 752-7003
4-H YD Specialist mtbraverman@ucdavis.edu

Stephen Russell, Ph.D. (530) 752-7069
4-H YD Specialist strussell@ucdavis.edu

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.



The 4-H Center for Youth Development
Dept. of Human and Community Development
University of California
One Shields Avenue
Davis, CA 95616-8523
Phone (530) 754-8432
Fax (530) 754-8440
fourhcyd@ucdavis.edu

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Director Richard Ponzio
Editor, UPDATE Summer-Fall 2000 Sally Stanley
Editor, Research You May Have Missed Ramona Carlos