



## DIRECTOR'S NOTES

by Richard Ponzio, Ph.D.

**J**anuary 1, 2000!! The date fills the mind with possibility and opportunity. As we begin the new year the opportunities provided by our various DANR workgroups seem unlimited. The newly formed workgroups bring possibilities in the domains of educational and program opportunities and professional accomplishment. In this column I focus on how we, in the 4-H Center for Youth Development, believe we can best support the workgroup efforts.

It is fortuitous that our Division is in a period of alignment and collaboration focused toward using the workgroup structure as an operational tool for achieving a more “seamless” connection between campus and field based activities. Human Resources workgroups have recently been ratified, with most funded by the Division to actively engage members in accomplishing the agreed upon Human Resources Program Priorities (DANR, 1999). A Human Resources Coordinating Conference has been scheduled on February 28-29 with a goal of developing a common vision and having broad-based effective collaboration within and between workgroups through specifying the benefits to be gained through collaboration. This year, the annual 4-H CYD Conference (February 28-March 1)

*continued on page 2*



Bonnie Benard, MSW  
Senior Program Associate,  
School and Community Health  
Research Group,  
WestEd, Oakland, California

## Youth Advocate Profile

by Sally Stanley, Research Associate, 4-H CYD

**B**onnie Benard, M.S.W., is a nationally and internationally known figure in the field of prevention theory, policy and practice. A dynamo advocate for youth, Bonnie has a common sense approach to youth development. According to Bonnie “if you really care about kids and want to know how to help—study what works!” She wrote her first article on resiliency and protective factors in 1986 after discovering Emmy Werner’s work. Hungry for more information on what worked to promote positive youth development and successful learning, she devoured readings from Werner, Norman Garmezy and Michael Rutter. As she read these articles her life was forever transformed into the youth advocate we know today.

Bonnie is originally from South Dakota. She did her undergraduate work in education at the University of Missouri and stayed on to complete her graduate studies in social work. From 1982 to 1990, Bonnie was the Research Specialist at the Prevention Resource Center in Springfield, Illinois. During her employment at PRC she facilitated the development of statewide and national prevention policy and wrote a nationally acclaimed research column in the Prevention Forum. Personal reasons brought her to the West Coast in 1990 where she linked up with the Western Center for Safe and Drug Free Schools and Communities (WestEd). The Western Center was one of five federally funded Centers across the country that disseminated materials and provided technical assistance to communities free of charge.

Bonnie has always been a free spirit doing free lance consulting work. When the Centers closed in 1996, Bonnie continued to focus on her own interests in

*continued on page 7*

## DIRECTOR'S NOTES

*continued from front page*



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immediately follows the Human Resources Coordinating Conference. The focus of this year's CYD Conference is on developing and implementing designs for reaching workgroup vision and accomplishing goals developed in the Coordinating Conference.

With the purpose of having the 4-H Center conference provide research and development tools to accomplish workgroup goals, the 4-H Center staff and the Conference Advisory Committee designed what we believe is an effective "next steps for workgroups" conference for this Spring. The 4-H CYD conference will focus on three academic strands that address different aspects of successful action research: program planning and evaluation, goal-oriented program planning and management, and developing and sustaining collaboration. Each strand will be intense and continuous. The workshop strands will provide strategies, materials and action plans to support youth development staff in reaching their potential vis-à-vis ratified workgroups. For those of you attending this year's conference, we hope this unique format provides assistance in reaching your professional goals. ♂

### *References*

Division of Agriculture and Natural Resources, (1999). Program Priorities. (March) pp. 19-31.



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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.

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# California CYFAR Project

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The California Children, Youth and Families at Risk (CYFAR) Project consists of three collaborative programs that encourage and promote positive developmental outcomes for youth and their families, through a focus on family dynamics and child-parent interactions. Our community programs are in Glenn, San Francisco and Santa Barbara counties, and each distinctive program reflects the needs of the local communities of which they are a part.

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## GreenNet Project

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*by Michael Marzolla, YDA, Santa Barbara County*

The NEIGHBORHOOD GREENNET PROJECT OF PROYECTO RED VERDE DEL VECINDAD is a collaborative project aimed at engaging low-income families, living in subsidized housing complexes in the city of Santa Barbara in small horticultural (green) business startups. These businesses utilize cutting edge computer technology to give them access to an infinite source of new markets, organizing and planning tools, and networking capabilities. At the same time, these activities reinforce the sense of family by having parents train their children in working the land, and having the children train their parents in using the computer.



Most recently, “The Opportunity Center” was established in a housing unit located in one of GreenNet’s target communities. This facility includes a computer lab with Internet access, classroom/meeting space, a play area and a small garden. The Center became the location for technology training for GreenNet participants, with youth participating in regular classes. This helped meet the challenge of recruiting participants by bringing the technology to their neighborhood.

Other main program activities include:

- \* The start-up of a small business that includes the growing and selling of cut flowers (hybrid cala lilies) to local businesses and restaurants.
- \* The establishment of a contract-growing native plant nursery.
- \* An on-going after-school and summer gardening program for participating project youth and parents.
- \* In-service training for project participants and staff in technology, horticulture, and entrepreneurship.
- \* The development of a technology passport program for project participants, including a project website. ♂

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## Orland 4-H Afterschool Program New Direction

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*by Jeanne George, YDA, Glenn County*

The Orland 4-H Afterschool Program has changed its focus for the 99-00 year. Instead of providing a licensed child care center, the project is concentrating on children at risk for school failure. Students are referred to the “Homework Club” and attend Monday through Thursday for 90 minutes each day. This partnership with the teacher, parent and 4-H staff identifies needs and provides support and tutoring services. Currently, the program is serving over 50 children, 3rd through 8th grades. Evaluation tools are being administered to assess the program’s effectiveness in increasing the students’ ability to participate fully in school and achieve at grade level. Teachers provide weekly reports to assist the 4-H staff in addressing the individual needs of the students. In 1999 this program was a pilot project with eight students and teachers were so impressed that the program has been expanded. The program has become a part of the school plan in addressing social promotion.

Other program activities include a weekly “Thursday Club” activity for children, K-2nd grades. The current six-week session consists of activities to encourage reading. Volunteer adults and teens are recruited to help implement the program. Parenting workshops are also being planned in collaboration with the local child care resource and referral agency and school districts. ♂

# Some Things I Learned on My Sabbatical

by Marc Braverman, 4-H YD Specialist

To quote an old saying (which I conveniently just made up), if you really want to learn about the place where you live, go away for a while and live somewhere else. And so in that spirit, in fall 1998 my family and I said good-bye to the dog and cat, packed up some boxes with basic living essentials (primarily lots of sweaters) and like an old Woody Guthrie song played backwards, we left California and headed back east.

All the way back to Oslo, Norway, in fact, where I had accepted an invitation to spend a sabbatical year as a Visiting Researcher at Norway's National Institute of Public Health. Working in their Division of Disease Prevention and Health Promotion, my primary research project involved the study of teen smoking and a comparison of smoking-related factors in Norway and the U.S. I also worked on the development of a school-based pregnancy prevention program, joined a research project studying risk factors for suicide attempts, and taught a course on evaluation.

My family's adjustment to life in Norway was surprisingly easy. (Maybe we all just really needed to get away for a while.) Our colleagues and friends were exceedingly welcoming and very concerned that we were adjusting well to their country. At first, the patterns of light so far in the north were a little odd for us. In the wintertime, dawn would break at close

to 9 a.m. (making me feel like quite the early bird for a change), and the afternoon sun would be history by 3:30. On the other hand, however, in the summertime it seemed that Oslo never got dark, and our daughter Blair would sometimes have trouble sleeping at 11 p.m. because of the light streaming through her curtains.



*A quiet moment before a snowball fight, alongside a central Norway fjord.*

Blair spent fifth grade in our local neighborhood school, and did a splendid job at finding friends and learning the language. Her experience was quite international—her four best friends were from Bosnia, Russia, India, and Norway. She became intrigued with the concept of the Arctic (spurred by a boat trip we took up there in late spring), and decided that her top choice for our next tourist destination would be Spitsbergen, a group of islands owned by Norway that are, well, *really* far north. So far north that residents in the little villages there, for their own safety, are not legally allowed to leave town without a gun because of the high probability of encountering a polar bear. (At least that's what we were told, and do we look like suckers?)

## A Snapshot of Smoking in Norway

But on to more serious matters. As I believe most visitors to European countries will attest, smoking is substantially more entrenched in

almost any part of Europe than it is in California, and in fact the World Health Organization has reported that Europe has the highest per capital cigarette consumption of any region in the world. This trend is true for Norway as well. In 1998 the proportion of daily smokers in Norway's adult population stood at 33% for both men and women. By comparison, U.S. government figures show that 19.2% of California's adults were smokers in 1998, third lowest in the U.S. after Utah and Minnesota. The figures for Norwegian teens—the population that I studied most closely—provide particular cause for concern. In 1995, the most recent year for which national data are available for this age group, 26% of lower secondary school youth in Norway (13-15 years old) reported smoking either daily or occasionally. Smoking was higher for girls than for boys, and among 15 year old girls in particular,

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**Until very recently the nationwide strategy ignored a critical piece of the puzzle: education and public information campaigns.**

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an alarming 42% reported being either daily or occasional smokers. In fact, the strongest upward trend in the 1990s was in occasional smoking by girls.

Given these high rates of tobacco use, it may therefore be surprising to learn that at the governmental level, Norway has a history of strong legislative activity aimed at tobacco control. There has been a ban on all advertising

of tobacco within Norway since 1975 (although advertising can sometimes be seen in foreign magazines and other outlets). It is prohibited to sell tobacco products to any youth under 18 years old. There are also restrictions on smoking in public places, though not to the degree that these exist in the

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**It seemed to us that another crucial difference between Norway and California was the everyday attitudes people seem to have about second hand smoke.**

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U.S. Furthermore, cigarettes are expensive—a pack of 20 costs the equivalent of almost \$8. These factors have had some positive effect, but it has not been enough. Although smoking among Norwegian men has declined steadily since 1973 (when it stood at 52%), smoking among Norwegian women has remained essentially unchanged over this same timespan. And since more girls than boys smoke, it is likely that the next generation will see more women smokers than men smokers.

So if legislation has been so long in place, why are smoking levels so high? The answer lies in several areas. For one thing, it is generally acknowledged that although the legislation is strong, enforcement has been poor. On a personal level, my family and I witnessed kids buying cigarettes easily on several occasions. With regard to price, several counterbalancing factors operate as well. Cigarettes are sold in ten-packs as well as the more usual twenty-packs. This

puts them more within the reach of teens' pocket change, even though it doesn't lower the per-cigarette price. In addition, I was surprised to find that handrolled cigarettes are as common as manufactured cigarettes—perhaps because they are taxed far less, creating a lower-cost option for smokers. A more important point, however, is that until very recently the nationwide strategy ignored a critical piece of the puzzle: education and public information campaigns. Spending for tobacco education and information was largely ignored in the 1980s and early 1990s, and it is only in the last several years that the government has made a serious attempt to correct this problem. Thus, nationwide spending for education and information, which totaled about 34.1 million Norwegian crowns in 1999 (currently equivalent to about \$4.4 million in U.S. dollars), totaled less than 3% of that amount as recently as 1994. Some of the new educational programs seem to be very effective and early evaluation results are quite encouraging, particularly for program strategies that strive to include parents and families.

However, from everyday observation it seemed to us that another crucial difference between Norway and California regarding tobacco was the everyday attitudes that people seem to have about the issue of secondhand smoke. In California, secondhand smoke is seen as a problem that affects everybody, and therefore everybody

feels the right to demand smokefree air. Smokers are highly aware of this, and most of them seem to accept the fact that they usually have to go away by themselves, or with other smokers, to indulge their habit. In Norway it appeared to us that these expectations are not yet present. Restaurants are the most visible testing-ground of issues pertaining to secondhand smoke. Although all restaurants are required by law to have a no-smoking section, in practice cigarette smoke tends to permeate the entire indoor airspace. (As UCSF professor Stan Glantz has said, having a smokefree section in a restaurant is like having a chlorine-free section of a swimming pool.) As a result, it was very difficult for us to

eat out in restaurants. There were only a handful of restaurants that were entirely smokefree (including, to their credit, all McDonalds outlets), and those received almost all our business. The justification for banning

smoking even in bars, as was done in California in 1997, is incomprehensible to most Norwegians, and that is a public health goal about which Norwegian health researchers, at present, can only dream.



*Our friend Jennifer relaxes after lunch at Prekestolen ("the pulpit"), a popular hiking spot in southwestern Norway.*

*continued on page 8*

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# Advancing Youth Development Under The Workforce Investment Act

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by Ella Madsen, Research Associate, 4-H CYD

The following is an excerpt from an article of the same title by David E. Brown, deputy director of the National Youth Employment Coalition (NYCC) which appeared on the NYCC web site.

The Workforce Investment Act of 1998 (WIA) reflects much of what has been learned in recent years about how

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## Communities throughout California are in the process of forming Youth Councils as mandated by the WIA.

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to prepare young people for adulthood.

Implementation of the WIA, therefore, provides an opportunity for states and communities to begin to combine traditional youth employment and training services with activities grounded in the principles of youth development. Congress defined youth program elements in the new law that mirror the core principles of youth development, such as mentoring, community

service, leadership development, positive peer-centered activities, and long-term follow-up and supports. For example, to promote a new vision of youth programming, the law requires each local workforce investment board to establish a youth council to provide expert advice on the selection and oversight of youth programs.

**YOUTH COUNCILS:** Each local Workforce Investment Board established under the act will be required to establish a Youth Council as a subgroup of the board. The youth council must include representatives of youth service agencies (including juvenile justice agencies), public housing authorities, and Job Corps, parents, former youth program participants, and other appropriate individuals who have experience relating to youth activities. The youth council will be responsible for developing portions of the local plan relating to youth, recommending the providers of youth activities to be awarded grants by the local board (based on the criteria contained in the state plan), conducting oversight of these providers, and coordinating youth activities in the local area

**PROGRAM ELEMENTS:** The act also outlines the required elements of the youth program. The comprehensive range of activities that must be provided by local youth boards includes:

- Tutoring, study skills training, and instruction leading to completion of secondary school; including drop-out prevention strategies;
- Alternative secondary school services;
- Summer employment opportunities that are directly linked to academic and occupational learning;
- Paid and unpaid work experiences, including internships and job shadowing;
- Occupational skill training, as appropriate;
- Leadership development activities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during nonschool hours;
- Supportive services;
- Adult mentoring for a total period of not less than twelve months;
- Followup services for at least 12 months following the completion of program participation; and

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To learn more about the Workforce Investment Act, Workforce Investment Boards, and Youth Councils check out the following web sites:

National Youth Employment Coalition

<http://www.nyec.org>

State Job Training Coordinating Council

<http://www.sjtcc.ca.gov>

John J. Heldrich Center for Workforce Development

<http://www.heldrich.rutgers.edu/youth/overview.cfm>

- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

ELIGIBILITY: To be eligible for youth services under the WIA, a youth must be between the ages of fourteen and twenty-one, be low income, and meet at least of the six specified barriers to employment.

- Basic skills deficient;
- School dropout;
- Homeless, a runaway, or foster child;
- Pregnant teen or teen parent;
- Offender, or
- An individual who requires additional assistance to complete an educational program or to secure and hold employment.

In addition, up to 5% of the youth served in a local area may be non low-income, if they experience one or more of the aforementioned barriers to employment or are: one or more grade levels below their age-appropriate grade level; have a disability (including a learning disability), or facing a serious barrier to employment as identified by the local board.

Communities throughout California are in the process of forming Youth Councils as mandated by the WIA. We can be a positive force in making these Councils successful by sharing the expertise and resources of 4-H Youth Development. ♂

resiliency, and she continued to do consulting work. At the end of March 1999, she returned to WestEd part time in order to work with the School and Community Health Research Group. Bonnie is excited about a new assessment tool that covers assets and resiliency that this Group has developed through funding from the California Department of Education's Healthy Kids Office. The Healthy Kids Resilience Module is currently an optional module of the California Healthy Kids Survey (CHKS), a comprehensive assessment of health and risk behavior that schools receiving federal and state dollars are required to take. Bonnie served on the advisory committee developing this module and was pleased that the group adopted her resiliency model which is based on the external assets. The resilience module is 66 items long and asks youth about their perceptions of the caring relationships in their lives, the messages they receive, and their opportunities for contribution at home, in school, and in their community and with their peers. This resiliency module is available on the web at [www.wested.org/hks](http://www.wested.org/hks). Data from the schools administering the survey in the fall is currently being analyzed and WestEd is developing a report that helps schools interpret and use their data in prevention planning. The number to call for more information is (510) 302 4202.

Along with her work at WestEd, Bonnie also presents workshops throughout California for the state's Alcohol and Drug Programs (ADP) working in their Prevention Extension, a series of trainings managed by Evaluation and Management Training (EMT). She currently presents two workshops: Moving from Risk to Resilience and Prevention Strategies for Adolescent Girls. These Prevention Extension workshops are presented free of charge. Interested people can contact EMT to get a calendar of available trainings or to arrange a time and place for a workshop.

Bonnie encourages anyone interested in youth advocacy to recognize that youth work is mainly just being there for kids and creating places where they will be heard. "It is just common sense. Believe that youth are creative and capable and be there to support them. Provide active roles for youth but don't leave them on their own - support them! Helping youth to choose the direction and structure they want does not mean doing it for them. There needs to be a balance." Most importantly, Bonnie said, "remember that youth work is often counter cultural so create a support network for yourself. Remember to take care of you!" ♂



So what did I learn that has relevance for California? In a nutshell, one might say I learned the “value of a good education.” It became clear to me that an important place at the prevention “table” must be given to educational programs. Some U.S. researchers have been advocating a move away from educational programs as a tobacco prevention strategy, arguing that most of them are not good investments of money and that the really critical variables are the societal factors such as price, community norms, and ease of teen access to tobacco. The Norwegian experience suggests the incompleteness of this strategy and supports the value of educational programs, including those in nonformal settings. It follows that UCCE and other organizations have a critical contribution to make to the health of young people.

nice nap and found that everything was all different, when I returned to California in the fall I had some readjusting to do. It seemed like there had been an unusual amount of change for having been away only one year. Within Cooperative Extension, the four UCCE Regions were gone. In their place were a new three-way Regional configuration and four new Program Leader positions. More remarkable, there was a new 4-H YD Specialist in California—which hadn’t occurred since Rich Ponzio rode into town in 1986. Working with our new Specialist colleague Stephen Russell has been a delight. Outside of life at UC, we found a few other things different as well. For example, nobody was talking anymore about constitutional crises, articles of impeachment, or Bill-and-Monica. Even U.S. paper money had changed its appearance, probably for the first time since Presidents stopped wearing beards. And finally, there’s what happened to the 49ers...well, don’t even get me started on that! ☺

Coming home

Like old Rip Van Winkle who returned to his town after a



**Pathways to Potential 2000**

4-H Center for Youth Development  
Annual Spring Conference  
Buehler Alumni Center  
University of California at Davis  
February 29 & March 1, 2000

Keynote Speaker: Emmy Werner, Ph.D., Professor Emeritus, University of California at Davis. Dr. Werner is a leader in resiliency and recovery in high-risk children.

Workshop strands: Outcome-based Program Planning and Evaluation: Outcomes for Success!  
Preparing for Success: Project Management  
Charting Community Connections

Networking: Tuesday evening - Sunset Riverboat Cruise on the Sacramento River!



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