



Director's Notes

In recent months, rapid change seems to be defining our lives. Change is happening at every level—from the personal to the global. We are experiencing a strong (and hopefully healthy) dose of change here at the 4-H CYD as well.

The structure of the CYD has change built in—the directorship rotates among the 4-H Youth Development Specialists every three years. The benefit of a rotating directorship is that it provides a natural opportunity to revisit our mission and goals on a regular basis. My most general goal as Director is to renew and re-emphasize our focus on productive research and evaluation.

In this *Update* I am introducing a new Mission Statement for the CYD. The Mission Statement focuses our efforts on productive research and evaluation. We have been doing quite a bit of research in past years, and now will focus on strategic ways to communicate the products of research to academic, practice, and lay audiences. This mission places the 4-H CYD literally in the center of research collaborations that bring together campus-based subject matter experts with county-based UCCE Advisors. The CYD can best leverage its personnel resources and meet its mission to support UCCE through such collaborative projects.

This new Mission Statement provides guidelines for how we choose the projects that we take on, and is helping us clarify our individual and collective

4-H Youth Development: Our Mission and Direction for the Decade Ahead

By *W. R. Gomes, Vice President, ANR*

During recent years a number of changes, largely structural, have been made in the California 4-H Youth Development Program. Carole MacNeil has been named Statewide 4-H Program Director, we have defined a Statewide Program Coordinator position, and several new youth advisor positions are being filled.

The need for program delivery through clubs, after-school programs and other venues, for curriculum development, and for garnering resources presents significant challenges to our limited personnel and underscores the necessity for planning and priority setting. It is evident that we need a clear vision, well-defined priorities, and realistic goals and directions for our Youth Development Program. We are seeking your assistance in developing these.

I have formed a 4-H Mission and Direction Committee to develop a 4-H mission statement; a vision for directions and priorities; and a set of realistic, high-impact goals and objectives for the California 4-H Youth Development program for the next five to ten years. They will be addressing the question, “how can the 4-H Youth Development Program make a unique, measurable and significant difference to California’s youth and to the field of youth development?” Carole MacNeil has agreed to serve as chair and convene these meetings. The Committee has begun their work and will present a final report and recommendations to

Assistant Vice President Lanny Lund and myself no later than March 1, 2002.

The Mission and Direction Committee is committed to making this process open and transparent. Throughout the process, they will be seeking the input, concerns, and ideas of staff, youth, and volunteers. Committee members will also be drawing from the latest research in youth development, particularly as it applies to current demographic and economic realities of California.

Your input and participation in this process is critical to the strength and usefulness of the final plan. We encourage you to contact the Mission and Direction Committee with your thoughts and get involved with the opportunities that the Mission and Direction Committee will be making available to you. The names and contact information of committee members is listed below.

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Director's Notes

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roles at the CYD. Since the summer we have worked to clearly define the roles of the Director, research staff, and administrative staff. These efforts are preparing us to more clearly focus our research and evaluation goals, and to define the roles that the CYD can play within collaborations, as well as the roles that collaborators can play in joint research projects.

In drafting this statement I sought input from the past Directors, 4-H CYD staff, ANR leadership (Associate VP-Programs Lanny Lund, HR Program Leader Karen Varcoe, and the three Regional Directors), UC Davis College of Agriculture and Environmental Sciences Associate Dean Lovell Jarvis, and Department of Human and Community Development Chair Beth Ober. In the spirit of change I assume that this Statement is not finished, but anticipate that this document may continue to be revised in the coming years. Specific feedback is welcome (email your comments to me at CYDdirector@ucdavis.edu).

While we at the CYD go through the changes I have described above, we are actively working with the Statewide 4-H Youth Development Program Office on a number of other projects that will lead to exciting developments for research and evaluation. First, each of the 4-H Youth Development Specialists is a member of the 4-H Mission and Direction Committee. We will be working closely as part of that team, and will work to identify the role of the CYD in carrying out the research and evaluation dimensions of the new mission and direction for the statewide 4-H Youth Development Program. We have reprinted Vice President of ANR Reg Gomes' letter appointing the 4-H Mission and Direction committee; be sure your ideas are heard by contacting committee members.

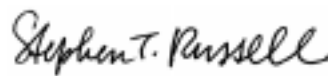
A second project is the new Statewide 4-H Evaluation Committee. Carole MacNeil and I initiated this committee,

and share its leadership. Our goal is the development of a statewide evaluation plan so that we can better coordinate the implementation and dissemination of impact data at the state level. The members of that committee are listed on the back cover. The work is just beginning; in coming months we will have more to say about specific ideas and plans for this effort.

Finally, I ask a favor. In the coming months I will be contacting individual Advisors for feedback about various aspects of the work that we do. Because Advisors are our primary collaborators, their feedback is critical for success in addressing our mission.

The first topic on my list is to review our communications and publications, asking the basic question: Do they meet the need for which they were designed? Based on informal feedback from many 4-H staff, beginning with this issue the quarterly Update will focus primarily on updates of research, evaluation, and extension projects that are underway at the CYD. Also, the Mission Statement mentions several new communications (an electronic bulletin and Web site) and publications (fact sheets) that are planned for the coming months. I may be calling to ask you about these changes and for your ideas about how we can best communicate what we are doing at the CYD. Thank you in advance for your honest and constructive opinions.

Best regards for happy holidays,



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4-H Center for Youth Development

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MISSION

The 4-H Center for Youth Development (CYD) conducts and promotes collaborations in research and evaluation between UC Cooperative Extension professionals and UC campus-based scientists that deepen our understanding of youth development in the contexts of family and community.

The mission of the CYD is to:

1. Facilitate collaborations for and conduct *research and evaluation* that increases understanding of youth development in the contexts of family and community,
2. *Extend knowledge* to UC Cooperative Extension and other youth professionals in the science of youth development, applied research, and evaluation,
3. Provide *communications* to a broad range of stakeholders about the research, evaluation, education, and training activities of the CYD,
4. Provide campus-based *support* that facilitates the ongoing research, evaluation, education, and training of UC Cooperative Extension professionals.

Research and Evaluation:

The focal point of the mission of the CYD is basic and applied research and program evaluation that deepens our understanding of youth in the contexts of family and community. The goal of all research and evaluation activities at the CYD is the extension of the results of these activities to academic, practice, and lay audiences. Research and evaluation projects are conducted primarily in collaboration with UC Cooperative Extension professionals and UC campus-based scientists. When appropriate, these collaborations may involve other community collaborators (e.g., collaborating agencies and youth professionals, scientists from other institutions, UC Cooperative Extension Program Representatives, community stakeholders and decision-makers, youth program volunteers, and youth).

Extending Knowledge:

To support the research and evaluation mission, the CYD extends knowledge by providing education on research-based knowledge of children, youth, families, and communities, and by publishing monographs, reports, fact sheets, and abstracts of research. The CYD also provides training on applied research and program evaluation. The target audience for education and training efforts conducted by the CYD is UC Cooperative Extension Advisors.

FOCUS (the CYD monograph series), *Research You May Have Missed*, *CYD Reports* (working paper series, in development winter 2002), and *CYD Fact Sheets* (in development winter 2002) are published with the goal of meeting the education mission of the CYD.

Communications:

The CYD provides regular communications regarding its research, evaluation, education, and training activities. Audiences for these communications include UC Cooperative Extension professionals, UC campus-based scientists, other youth professionals, scientists from other institutions, youth program volunteers, youth, community agencies, stakeholders, and decision-makers.

The *Update* (quarterly newsletter), the *CYD Bulletin* (electronic e-mail bulletin), and the Web site are produced with the goal of meeting the communications mission of the CYD.

Support:

Our location on the UC Davis campus allows the CYD to provide limited campus-based support to UC Cooperative Extension Advisors for such needs as library access, Human Subjects protocol document preparation and submission assistance, and basic training on commonly used campus resources (e.g., library literature searches).

4-H CYD Partners With USDA/Army Project

By Stephen Russell, Ph.D.

The USDA/Army School-Age and Teen (ASA&T) Project is a partnership between two federal agencies in order to provide quality youth development programs on Army installations. Here at the 4-H CYD at UC Davis, we are contributing to this project by documenting the process of establishing 4-H Clubs on Army installations, locating relevant resources, facilitating forums to evaluate successful programs, and creating an introductory document that guides both Army and 4-H staff toward the development of effective and sustainable Army 4-H Clubs. The project was funded through a \$43,000 grant from the USDA. A former Human Development Ph.D. student, **Melina Bersamin**, was hired for the evaluation component of the project.



Since last December we have met the following objectives:

- ❖ Assisted with the planning and implementation of two Army 4-H Club Conferences.
- ❖ Participated in the development of an on-line reporting form.
- ❖ Created a working document, a draft blueprint that provides Army and 4-H staff with the history and organi-

zational structure of the participating organizations, policy issues and concerns, relevant resources, steps involved in creating a 4-H club, and communication strategies.

- ❖ Visited an Army installation to assess impact and usefulness of Army 4-H conference, blueprint and partnership
- ❖ Worked with ASA&T, Army installation, and 4-H county and university staff to review resources, existing programs, and policy issues to determine the critical factors involved in developing a 4-H Club on an Army installation.

We at the 4-H CYD have been pleased to participate in the evaluation of this important federal project. For further information, contact Melina Bersamin at mmbersamin@ucdavis.edu. ☞

Building Partnerships for Youth Project Promotes Healthy Choices

By Nicole Polen, M.S.

Building Partnerships for Youth is a project designed to encourage youth aged 9-13 to make healthy choices in their lives regarding sexuality, and to prevent STDs, HIV, AIDS, and unintended pregnancy using a youth developmental approach. Collaborators from National 4-H Council, University of Arizona and UC Davis have been working together on the CDC-funded (Centers for Disease Control and Prevention) project. The goal is a Web site that professionals can search for youth development-focused programs that encourage youth aged 9-13 to make healthy choices in their lives regarding sexual involvement. Currently, youth development programs that have been proven to be effective (based on published evaluations) are being compiled in an interactive Web site.

Youth development programs are those that stress healthy aspects of human development paying particular attention to relationships with peers, family and the community. Positive youth development programs are ones that place more emphasis on the development of skills rather than focusing on deterring risk behaviors. These programs encourage healthy choices by fostering skills and relationships between young people and their families and communities.

Key focal points of the project are attention to youth/adult partnerships, cross-age teaching, and stakeholder involvement. Programs that have *youth/adult partnerships* are those programs that provide opportunities for youth to fully collaborate with adults in the planning, implementation, and evaluation processes. *Cross-age teaching* refers to opportunities for older youth to work with younger youth. Finally, *stakeholder involvement* concerns whether or not the program promotes community involvement in making decisions about how the program should be implemented and if the program can be modified to meet specific community needs. These program characteristics are being examined for each program that will be included in the Web site.

In addition to the development of the Web site, the project team is collaborating on an article that reviews and synthesizes how other professionals have defined youth development.

The team hopes that a pilot-form of the Web site will be on-line by the first of the year in order to get feedback and make any necessary changes. Several California 4-H Youth Development Advisors have provided feedback on an early version of the Web site. If you would like further information about this project contact Nicole Polen at cnic@ucdavis.edu. ☞

Workforce Preparation Research Project: State Youth Council Institute Lends Support to Center/Workforce Prep Research Project

By Ella Madsen, M. S.

Throughout the state youth workforce preparation efforts are gaining momentum as Workforce Investment Board (WIB) Youth Councils are being established at the state and county level. At the state level, the Department of Education, the California Workforce Association, and the Employment Development Department have created a Youth Council Institute with the purpose of establishing a learning community for county Youth Council members and youth workforce preparation practitioners and educators.

Through the Youth Council Institute, county-based Youth Councils are being invited to participate in a research project of the Workforce Preparedness DANR Workgroup. In focus group discussions, youth and adult groups will discuss the “Career Planning and Workforce Preparation Needs of Youth.” The purpose of the project is two-fold:

- 1 to understand youth views of their needs for workforce preparation and planning services; and
- 2 to develop guidelines for effective career preparation programming, training, and delivery that meet the needs of youth from diverse backgrounds.

Advisors invited to participate

We encourage and welcome the support and participation of Advisors in this project. Advisors can be involved in several ways:

- ❖ An informational invitation to participate is available for contacting the Youth Council leadership of the county. County council members who have attended a meeting of the Youth Council Institute will already be familiar with this project, but a little encouragement from someone in their county they know and respect would be very helpful.
- ❖ As focus groups are conducted, we invite you to attend and participate in the discussion process.
- ❖ A report will be prepared for each participating council based on the discussions held in their county. It is appropriate for the County Advisor to deliver the report to the Youth Councils.

We think this is a great opportunity to extend knowledge to these important county-based programs.

What we are hearing so far

Preliminary focus group discussions have already taken place in Los Angeles and El Dorado counties with youth who are not involved in WIB

Youth Council programs. Some interesting observations from these groups include:

- ❖ “College was a real shock. The instructor only gave the assignments once and never reminded us about it. High school did not prepare me for that at all.” —college freshman
- ❖ “I always hear how much money is available for education but finding that money is so confusing I just gave up. I wish someone would just sit down with me for an hour and help me understand all the different options.” —college sophomore
- ❖ Future orientation is a big stumbling block for many young people. Thinking past the end of the month or the end of the semester seems to be a very foreign idea. It is especially apparent among groups of at-risk youth.
- ❖ Realistic appraisal of the type of careers that would be within their grasp also appears to be problematic. Aspirations to be the next Michael Jordan or become an astronaut are not uncommon.
- ❖ One of the most helpful things parents do is provide encouragement and express confidence that their child will succeed.☞



CYFAR Site Spotlight: San Francisco

*By Liz Botein,
College Bound Coordinator*

Over this past summer, the College Bound Program in San Francisco offered a new component, a six-week Summer Family College Program. Approximately 31 adults and 55 students took classes at the southeast campus of City College of San Francisco as part of this new component. Children took art and academic enrichment classes, and their parents took Computer and ESL classes. Children younger than 5 received free childcare. The program took place from 1:30 to 4:30 p.m. Monday through Thursday, and on Friday, families took field trips to different places in San Francisco. The following sponsors generously funded the program: the Goldman Fund, The Louise and Claude Rosenberg Jr. Foundation, the Kimball Family Foundation, the Morrison and Foerster Foundation, San Francisco Unified School District, and the San Francisco State

University Early Outreach Program. The total program budget was \$45,000.

For the 2001-2002 year, the College Bound Program at E.R. Taylor Elementary School will continue to run its existing programs. The 4th graders will participate in an "I'm Going to College" Day at UC Berkeley on November 7, which is sponsored by Chela Financial, a nonprofit college loan organization. The 5th graders will visit San Francisco State University this spring.

The College Bound Program will also continue to offer parent workshops about college. The first workshop took place on October 18; approximately 110 4th graders and their parents came for an "I'm Going to College" Night. They heard a panel of former E.R. Taylor students who are now in college, and they learned about UC Berkeley. On December 5, parents of 5th graders will have a workshop about how to prepare themselves and their child for middle school. We will

also continue to educate parents about different College Bound components, including middle and high school preparation for college, cost of college, financial aid, and scholarships.

The College Bound program has started a mentoring program with Chela Financial. Thirty 4th graders will each have an e-mail mentor at Chela Financial. They will see their mentor every other month, and they will e-mail their mentor every week. E.R. Taylor students met their Chela mentors on October 22—the visit was a success!

Since the 2001-2002 year is the final year of CYFAR funding, the staff at College Bound is writing grants to maintain funding for the existing activities. The College Bound Coordinator is also training parents to take over the leadership of College Bound activities in June 2002.☞

CYFAR 2002 Conference

The CYFAR 2002 Conference will be held at the Hilton Riverside in New Orleans, Louisiana, May 29-31. This conference is sure to fill up fast, so make sure you register before the March 15 deadline. Please note that the deadline for hotel registration is April 27. For more information go to the national CYFAR Web site at www.reeusda.gov/4h/cyfar/cyfar/htm or contact California CYFAR Coordinator/Evaluator Robyn Caruso at 530-752-2766 or racarus@ucdavis.edu. See you in New Orleans!



Parents attending a free computer course at City College of San Francisco as part of the San Francisco CYFAR Program.

The Summer Family College Program in San Francisco

Participating children show off their projects made in art classes at City College of San Francisco.



Survey Assesses Attitudes of North Region Volunteers

By Nicole Polen, M.S.

In 1997, 4-H volunteers from the North Region of California were asked to fill out a survey in order to assess attitudes concerning some changes that had been made within the program over previous years. The survey included logistical questions, such as how long the volunteer had been involved in 4-H and for what projects they had been involved either as a project leader or a club leader. They were also asked about the sources from which they received information such as club policy, child development, and project information. Questions on training experience and desire for future training were also included. Finally, volunteers were asked to rate the recent program changes including the implementation of the lending library. A total of 827 volunteers responded to the survey.

A year ago Sharon Junge and Stephen Russell began to re-examine the data with funding assistance from the North Coast and Mountain Region

(the funds were used to hire a graduate research assistant). Three themes were identified for further study:

- ❖ training experiences and their relation to volunteer retention,
- ❖ attitudes regarding program change and club effectiveness, and
- ❖ lending library use and quality of materials in the libraries.

Three related articles are currently in preparation – we present highlights of our results below.

Training and Length of Service

We examined several characteristics of volunteers that may be associated with training desires and longevity of service, including background preparation and experience, past training and previous 4-H volunteer experiences. The most striking finding is that our most long-term volunteers desire less training than do newer volunteers.

Attitudes about Program Effectiveness

A major focus of the survey concerned volunteers' attitudes about changes in

the 4-H Program and whether or not they felt their own club was successful in contributing to the development of youth. Overall, leaders felt generally positive both about program changes and about the effectiveness of their 4-H Club for developing youth.

Lending Libraries

Finally, we examined the use and rating of the quality of materials in the lending libraries. The lending libraries were created when the \$5 membership fee was introduced to the program. Sixty-two percent of the leaders actually used the libraries; among those that indicated they had used them, 64% rated the quality of materials as above average or excellent.

Re-visiting this data source has given us insight into the adult volunteer experience in 4-H. Because our volunteers are a critical part of 4-H, it is important that their voices are heard and that changes are made to further the growth and success of 4-H. For more information about this project, contact Sharon Junge at skjunge@ucdavis.edu.

Human Subjects: Re-certification Requirement

By Sally Stanley, M.S.

If you have completed on-line human subjects training, your certificates expire on December 31, 2001. Individuals are now required to re-certify on an annual basis. The re-certification tutorials and the re-certification forms can be found on the Office of Human Research Protection (OHRP) Web site at <http://ovcr.ucdavis.edu/humansubjects>. Do not send in the 2001 tutorial certificates with protocols submitted in 2002. If you have any questions, contact the OHRP office at (530) 734-6864.

CYD Assists with Evaluation of *On the Wild Side* Program

By Sally Stanley, M.S.

The 4-H Center for Youth Development recently assisted Marianne Bird, 4-H Youth Development Advisor, Sacramento County with statistical analysis of an environmental education program. *On the Wild Side*, a collaborative program of UCCE 4-H Youth Development Program, Sacramento START, Camp Fire USA, and the Sierra Club, offers an opportunity for urban youth to experience the outdoors. For many youth, it is the first opportunity to discover lakes and waterfalls and to experience singing around a campfire, or falling asleep under the stars. Eight Sacramento after school START sites and 128 children participated in the program this year. Children learned about the natural world and also about conservation. Teenage volunteer staff taught “hands-on” educational activities, which included:

- ❖ how to observe wildlife and record the visualizations through art
- ❖ what factors affect water bird migration
- ❖ how to identify trees by touch on a blindfolded walk
- ❖ how to use sampling techniques to investigate a lake
- ❖ how to “hunt” for evidence of wildlife
- ❖ how to canoe safely.

Sixty-six subjects at five START sites participated in the pre and post-test surveys that measured knowledge gained during their outdoor experience. Knowledge scores were significantly higher ($p > .000$) on the post-test at each of the five sites. Nine youth had participated in this program the prior year and results for this group were exciting and point to the possibility of cumulative effects of programs. Specifically, returning youth scored higher on the pre-test, indicating that they may have retained much of what had been previously learned. They also scored higher on the post-test, indicating that they had experienced further increases in knowledge. The small sample size precludes any ability to test significance levels, but future research with larger samples may point to the cumulative effects for youth who participate in these types of youth programs. ☞



4-H Youth Development: Our Mission and Direction for the Decade Ahead *(continued from page 1)*

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FARMS: Documenting high school students' experiences in an agriculture education and leadership program

By Ramona Carlos, M.S.

The FARMS (Farming, Agriculture, and Resource Management for Sustainability) Leadership Program provides high school students with an opportunity to learn about sustainable agriculture. The program introduces students to those factors that affect the work of farmers and ranchers seeking to participate in practices that are environmentally sensitive, conserve natural resources, and increase wildlife habitat. Throughout the program, students have the opportunity to develop leadership skills as they work in teams to present and develop research-based projects and experience team-building exercises.

This collaborative program brings together several groups, each of which is essential to the program:

- ❖ 30 area high school students (from Yolo, Sacramento and Solano counties)
- ❖ UC Davis faculty from various departments who work with the students
- ❖ High school agriculture or biology teachers who enlist their students, and
- ❖ FARMS staff who develop the curriculum and components of the program.

For the past two years the 4-H CYD has been involved in evaluating FARMS.

Agricultural Education First Hand

The FARMS program offers an experience that tries to impress upon students an understanding of how agriculturalists' work affect non-agriculturalists' (i.e., everyone else's) lives. The program is arranged so students and teachers attend field days once a month at various locations.

Some of the locations are on campus and others are at ranches, experiment stations, and other schools. Students overwhelmingly expressed appreciation for their field day experiences. In the process of learning about the needs and considerations of farmers and ranchers, students were given numerous hands-on opportunities, such as building owl boxes, digging through soil samples, operating a tractor or working on a nut sorting belt.

UC faculty and researchers lead hands-on workshops for students. Each student is required to develop and present an original research project at the end of the school year. Mentors (UC faculty and researchers) are available for discussion and resource information when the students begin to identify the research question they want to explore.



Benefits From Participation

In describing some of the benefits to the FARMS program, students frequently mentioned some of the following:

1. The opportunity to learn about farming and agriculture and to see a slice of farm life. Many of the students who are selected to participate in FARMS have never been exposed to an agricultural environment. The program gives them the opportunity to have first-hand experience of life on a farm or ranch.

2. Being exposed to the variety of career possibilities within the world of agriculture. Students were able to meet with and observe professionals in natural resource conservation, farm and ranch management, produce packaging and warehousing, academic research, and natural history museum operation, to name a few.

3. The possibility for the development of multi-level relationships. Students deepen their relationships with each other as they begin to rely on each other when working as a team. Students and teachers have to develop an extension to their in-class relationship, as they need to meet separately from class in order to discuss and develop the FARMS project. Students and mentors establish a working relationship during the process of developing and conducting the research project. Finally, teachers and UC mentors develop a collegial relationship through their work with students and the project.

Conclusion

The focus of FARMS is to provide students with unique hands-on experiences that help them become aware of the needs of farmers and ranchers who are trying to work in a manner that is environmentally sensitive. Before their participation in FARMS most students are not aware of natural resource conservation and sustainable agriculture issues. FARMS recognizes that the teens of today will be the adult decision-makers of tomorrow who will have vested interests in the lands which surround where they live.☞

The Garden-based Learning Work Group Update



By Ramona Carlos, M.S.

Garden-based Learning (GBL) workgroup members have met twice this quarter to discuss the progress of three ongoing funded projects:

1. TWIGS (Teams with Intergenerational Support) is a garden-based nutrition program developed by Marilyn Johns, 4-H Youth Development Advisor and Home Economist from San Mateo County. The program is being evaluated for its impact on third-grade children's nutrition choices. Twenty-one schools in seven counties have been targeted for participation. Data collection will take place in the fall and winter of the present school year.
2. Matching garden-based curricula with California Department of Education standards. A subcommittee of the workgroup, which includes UC Davis and California Department of Education staff, are working to identify how several garden-based curricula match the California standards

for education. Curricula that are successful in including activities that meet these criteria are more likely to be used by busy teachers.

3. A third convocation for workgroup members. The GBL has been very successful in bringing together its large membership in an annual meeting each of the past two years. The convocations are a means for networking, presenting speakers from the garden-based and environmental education field, and for sharing projects through a share fair. The GBL is currently planning its third convocation for March 15, 2002 at the UC Davis Alumni Center. A principal focus of the meeting will be the discussion of how garden-based education has made an impact on youth and communities. For more information about the workgroup, contact Ramona Carlos at rmcarlos@ucdavis.edu. ☞

C Y D • in the news • in print • in person

CYD In the News

Stephen T. Russell, Director of the CYD, was quoted in USA Today on Monday, November 26 in the story "Gay teens less suicidal than thought, report says."

CYD In Print

Russell, Stephen T., and Kara Joyner. (2001). "Adolescent Sexual Orientation and Suicide Risk: Evidence from a National Study." *American Journal of Public Health*. 91:1276-1281.

CYD In Person

Southwest Marine/Aquatic Educators' Association Annual Meeting, Santa Barbara, CA, September 24

Stephen T. Russell, "The Developmental Challenges of Adolescence: Implications for Volunteer and Teen Programs."

National Extension 4-H Agents Association Annual Conference, Bismarck, ND, October 21-25

Stephen T. Russell and Daniel MacDonald, "Building Partnerships for Youth: Developing a Community to Prevent HIV/AIDS and Unintended Pregnancy."

National Council of Family Relations Annual Conference, Rochester, NY, November 6-11, **Stephen T.**

Russell, Anne K. Driscoll, and Nhan L. Truong. "Adolescent Same-sex Romantic Attractions and

Relationships: Implications for Substance Use and Abuse."

National Organization for Adolescent Pregnancy, Parenting, and Prevention Annual Conference, Arlington, VA, November 7-11

Stephen T. Russell and Ric MacDowell. "Understanding and Supporting Lesbian, Gay, Bisexual, and Transgendered Youth."

Karen Hoffman Tepper and **Stephen T. Russell**. "Building Partnerships for Youth: Youth Development Approaches to Encourage Healthy Lifestyles." Claire Brindis, **Anne Driscoll**, and Antonia Biggs. "Reproductive Health Needs of the Latino Population."

STATEWIDE 4-H EVALUATION COMMITTEE

- ❖ Carole MacNeil, Director
- ❖ Marc Braverman, 4-H Youth Development Specialist
- ❖ Rebecca Carver, 4-H Youth Development Advisor
- ❖ Jeanne George, 4-H Youth Development Advisor
- ❖ Sharon Junge, County Director, UCCE Placer/Nevada Counties
- ❖ Yvonne Steinbring, 4-H Youth Development Advisor
- ❖ Stephen Russell, Director, 4-H Center for Youth Development
- ❖ Ann Brosnahan, 4-H Youth Development Advisor
- ❖ Richard Enfield, 4-H Youth Development Advisor
- ❖ Marilyn Johns, 4-H Youth Development Advisor
- ❖ Faye Lee, 4-H Youth Development Advisor
- ❖ John Pusey, 4-H Youth Development Advisor

UPDATE

is a newsletter of the 4-H Center for Youth Development at the University of California, Davis.

Stephen T. Russell, Ph.D.
Director

Loran Hoffmann
Communications Chair

Carolyn McCain
Production Coordinator

UPCOMING CONFERENCES

CDPAC Local Child Care
Planning Conference 2002
February 5-8, 2002
Radisson Hotel, Sacramento

2002 USDA BAPPS Conference
Teenage Pregnancy and
Parenting: Diverse Contexts
and Perspectives
April 5-7, 2002
St. Louis, Missouri

Society for Research in
Adolescence
Ninth Biennial Meeting
April 11-14, 2002
New Orleans, Louisiana

Kids Who Know and Do, the 10th
Annual Project-Based Learning
Conference
April 25-26, 2002
Bill Graham Civic Auditorium in
San Francisco

2002 USDA Priester Conference
Health Across the Lifespan
May 7-10, 2002
Orlando, Florida

Children's Institute International,
Los Angeles County Prop 10 and
the state Office of Child Abuse
Prevention on "Children and
Violence: Moving from Trauma to

Healing" at the Pasadena Hilton
on June 1, 2002

The CYFAR 2002 Conference
will be held at the Hilton River-
side in New Orleans, Louisiana,
on May 29-31.
See page 6 for details.

People and Technology:
Connecting at the Speed of
Youth, July 24-28, 2002
University of Minnesota,
St. Paul campus

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