



Director's Notes

Things have been busy at the 4-H CYD in recent months. We have multiple ongoing projects that you can read about in this *Update*. Meanwhile, there are significant developments brewing at many levels, some of which will bring changes that will make a difference for our work here at the 4-H CYD.

At the national level, the National Youth Development Research Response Task Force (funded by the National 4-H Council) is busy developing a series of recommendations for the future of youth development research at land-grant universities. I am a member of the task force, which includes representatives from USDA, NAE4-HA, each USDA region, and from research organizations outside the land-grant system. We met in person for three days in December, and will have a final set of recommendations to a national Advisory Board in early June. That board, chaired by Graham Spanier (President of the Pennsylvania State University and chair of the Board of Directors of the National Association of State Universities and Land-Grant Colleges), will advocate for youth development research within the federal government and among land-grant institutions. The recommendations will include priority areas for research, as well as specific strategies for moving the field of youth development forward. The task force recommendations will provide an important

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*Victoria Rivers, Ph.D.
Professor, Design Program,
Department of
Environmental Design*

CYD Profile

By Ramona Carlos, M.S.

Victoria Z. Rivers has been a professor in the Department of Environmental Design since fall 1980 where she teaches in the Textile Arts and Costume Design area within the Design Program. Rivers' teaching areas include surface design, screen printing, ethnographic costume design, and world history of textiles. Her research on the techniques and meanings of non-Western textiles has taken her to countries around the world including India, Burma, Thailand, Vietnam, Indonesia, Turkey and East Malaysia. She authored a book called *The Shining Cloth: Dress and Adornment that Glitter*.

Rivers is also involved in creating and delivering educational outreach projects to California K-12 teachers and students in grades 4 through 7. This interest in education is credited to Rivers' mother, Ruth Zellich, who is a retired elementary school teacher and reading clinician. Over the years, when Rivers was in undergraduate and

graduate school, she would periodically visit her mother's classes and involve the children in creative projects. These classroom visits inspired Rivers to eventually extend her research to children by creating educational learning packets about design, textiles and multicultural design and art expressions for teachers and their school children. These learning packets contain interactive curricula for 4th - 7th graders and also allow kids to fine-tune their computing skills.

In the fall of 1999 Professor Rivers published a book entitled *The Shining Cloth: Dress and Adornment that Glitter*, (Thames and Hudson Ltd., London and New York). This book was named Outstanding Academic Title by Choice Publications, January 2001, and is focused on the materials, meanings and social contexts of light-reflecting textiles and dress made and used by culturally diverse peoples. In conjunction with the publication of her book, she curated an exhibition of

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Director's Notes

(Continued from page 1)

foundation from which we can strategically plan our work.

At the state level, the work of the 4-H Mission & Direction Committee continues. At the 4-H CYD we are keeping an eye on that process so that we can direct our energies in support of the renewed mission when the recommendations are finalized. Parallel to the work of the Mission & Direction Committee, the Statewide Evaluation Committee reached consensus in January on the strategic benefits of a web-based program management and evaluation system. This concept is in its early planning stages. Statewide 4-H Program Director Carole MacNeil and I have been investigating possibilities, and learning from other ANR units that have made similar strategic investments in web-based data systems. In coming months we will be outlining a plan for the development of this system. Stay tuned.

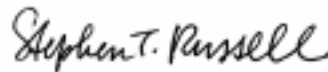
In the department, by the time you read this we will have completed interviews for the Specialist in Cooperative Extension – Family Development position. We have a very strong candidate pool, and look forward to having the new Specialist begin this fall.

Here at the CYD, there will be significant staffing changes by the end of the year. Two of our researchers, Ella Madsen and Sally Stanley, have been in time-limited positions. These positions will formally end on August 31st of this year. The College has approved two new positions with new titles: Specialist in Agricultural Experiment Station (Specialist in AES). These positions will be professional research posts, and will be advertised later this spring, with a start date of September 1. They will work under the direction of the 4-H CYD Director on collaborative research projects that link ANR Advisors with campus-based subject-area experts.

As we think about research projects that link Advisors to the campus through the 4-H CYD, we are looking within and beyond the Department of Human and Community Development. An example of our efforts to expand our expertise beyond the department is our new collaboration with Victoria Rivers (see the profile that begins on page 1). Victoria's project strikes me as a wonderful resource for FCS-based 4-H projects. She brings expertise in culture and design, and the 4-H CYD can provide evaluation expertise to document how children learn about these subjects. If you are interested in collaborating on this research project, please contact us soon (*see page 8*).

Finally, we are gearing up for a number of spring conferences. Three Extension conferences are being held this spring (the BAPPS Conference, the Priester Extension Health Conference, and the CYFAR Conference), and there are several important national associations that meet this spring as well – the American Educational Research Association (AERA), and the Society for Research on Adolescence (SRA). These are probably the most relevant professional organizations for the work that we do at the 4-H CYD. See the insert about the pre-conference at SRA this year – which focuses on youth development. Most of the 4-H CYD will be there – join us!

Happy Spring,



*Stephen Russell, Ph.D.,
Director, 4-H Center for
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UC Davis*



4-H Center for Youth Development Contact Information

The 4-H Center for Youth Development is open Monday through Friday from 8 a.m. to 5 p.m. and is located in the Department of Human and Community Development at UC Davis. Visit us in our main office at 3325 Hart Hall.

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• A Pre-Session at the Society for Research on Adolescence Ninth Biennial Meeting •
Community Programs to Promote Youth Development: Implications for Research, Practice and Policy
Sponsored by The SRA Special Interest Group on Youth Programs as a Context for Development,
The Forum for Youth Investment and The National Academy of Sciences
on April 10-11, 2002

Dear Colleagues,

We would like to invite you to join us in New Orleans on April 10-11, 2002 for a unique opportunity to explore the implications of the newly released NAS volume *Community Programs to Promote Youth Development* for youth development research, practice and policy. The goal of this session is to increase our awareness of current research being conducted in the field and explore potential ways to increase the quantity and quality of this work. Further, the session will:

- 1 Explore key content and recommendations made in the new National Academy of Sciences volume, *Community Programs to Promote Youth Development*;
- 2 Identify key opportunities for the research community to respond to the recommendations or otherwise align their current and future work with the volume;
- 3 Explore effective research-practice collaborations, lessons learned, and future opportunities; and
- 4 Increase participants' awareness of each other's work, identify key opportunities for collaboration, and future steps for the Youth Development as Contexts for Development.

This pre-session will begin on Wednesday, April 10, 2002 at 1:00 p.m. and conclude around 7:00 p.m. We will begin again on Thursday, April 11, 2002 at 9:00 a.m. and conclude at 11:30 a.m. Registration for the session is \$50 and includes dinner and a copy of the NAS volume.

Include your Name, Institution, Address, Telephone, Fax, and E-mail. Indicate your dinner preference: (Creole Mixed Grill with Chicken, Pork, Shrimp, *or* Vegetarian Pasta Primavera). Please mail your registration form with your check or purchase order made out to The University of Arizona no later than March 15, 2001 to:

Lynne M. Borden, Extension Specialist, Associate Professor
University of Arizona
Family Studies and Human Development
P.O. Box 210033
Tucson, AZ 85721-0033

Ninth Biennial Conference. . . April 11-14, 2002

The Ninth Society for Research on Adolescence Biennial Conference in New Orleans, Louisiana will offer an outstanding array of featured speakers as well as invited and submitted symposia and poster presentations. The preregistration date, March 15, is rapidly approaching. Register online today at <http://www.s-r-a.org/meeting/> or by fax (734) 998-9586.

An online, searchable version of the program book is available at <http://www.s-r-a.org/meetingschedule/>. Please take a look!

The Hyatt Regency Hotel is the meeting headquarters at which all events will occur. For reservations, please call (800) 233-1234 or reserve online <http://www.hyatt.com/msyrrn/g-srad/index.html> now. Rooms are plentiful and available! We have had calls from members who were told the hotel was sold out; however, this is not the case, so support your organization by staying with us at the Hyatt!



Cross-Disciplinary Team Bids for Biophotonics Center at UC Davis

By Loran Hoffmann and Richard Ponzio, Ph.D.

To many, the use of light to make things happen brings images of Luke Skywalker dueling with Darth Vader on a planet in a galaxy far, far away...reached only by advanced spacecraft. However, the science of using light and other energies in medical and agricultural applications is a rapidly growing area of research right here on our planet. Members of the 4-H Center for Youth Development are working with a cross-disciplinary team of research scientists in a bid for a new Center for Biophotonics Science and Technology (CBST) to be housed at UC Davis. Funded by a grant from the National Science Foundation, the CBST will generate collaboration across disciplines and between several universities and national laboratories. It will serve as a focal point for research and applications of research by providing equipment, space and seminars for scientists as they develop new biophotonics applications and techniques. Dr. Richard Ponzio, 4-H Specialist for Science and Technology and faculty of the 4-H CYD, is a Co-Principal Investigator of the project and an Associate Director for K-12 Education and Human Resource Development.

The education experiences of CBST reflect the belief that providing children and adults with mentoring, and hands-on learning experiences that allow them to discover the interaction of light with biological and environmental systems is an excellent way to introduce children to science,

engineering, and mathematics. The 4-H CYD will be an educational research partner in engaging youth from ages 5-19 in learning about science and technology of biophotonics and creating opportunities for science exploration by groups



**CENTER for BIOPHOTONICS
SCIENCE and TECHNOLOGY**

often underrepresented in the sciences. Educational materials will be developed featuring hands-on, inquiry-based activities that support the California Science Framework. Cross-age teaching and mentoring will be strong components throughout the educational continuum.

The CBST education scope of work extends from kindergarten through graduate school. For students in colleges and universities, biophotonics is a critical, emerging technology providing an exceptional career path. Technical courses at community colleges will be offered as well as undergraduate and graduate level

course work and research experiences. Dr. James Shackelford, former Associate Dean for Undergraduate Studies in the College of Engineering and member of the Biomedical Engineering Graduate Group is responsible for undergraduate and graduate programs. Dr. Kennedy Reed, Lawrence Livermore National Laboratory Physicist and Director of the LLNL Research Collocations Program for Historically Black Colleges and Universities & Minority Institutions, is responsible for graduate outreach programs. Each of the educational components along the K-postgraduate continuum involve learn by doing and cross-age mentoring components. All of the learning activities are tied to the real world of the learner and have career development features. The educational program is designed to touch the lives of people from their *learning years to the earning years*.

More than 150 academic institutions applied for the 40 million-dollar grant offered by the NSF. UC Davis was chosen as one of the 11 finalists and participated in a "Site Review" by a NSF Committee on October 23, 2001. A handful of projects will be funded. The NSF's funding announcements are expected to take place during March-April 2002, with the funding beginning in August 2002. We're keeping our fingers crossed that we at the 4-H CYD will have the opportunity to be collaborators on this powerful and forward-looking project.⌘



follow up on the direction of 4-H

The California State 4-H Mission & Direction Committee met January 16-17 to continue developing a plan to set program priorities, goals and objectives for the 4-H program for the next 5-10 years. We were pleased to have nearly 400 responses to the survey of members, leaders and staff that was conducted online in December and January. Thank you to all who participated!

The committee used the results of the survey in addition to other data sources to create a list of criteria by which we can judge if 4-H should conduct a particular program given the limited resources available. The committee also developed a draft Mission Statement for 4-H in California.

These documents are posted on the state 4-H Web site <http://fourh.ucdavis.edu/> for your review and comment. We appreciate your continued feedback in coming months as we continue with this work.

Third Graders in Six Counties Participate in TWIGS Program

By Tracey Yao, Research Assistant

The TWIGS (Teams With Intergenerational Support) curricula, focusing on nutrition education via vegetable gardening, is well into Phase II of its outcome evaluation. Produced in late 1997 by Marilyn Johns, Youth Development/Nutrition, Family & Consumer Sciences Advisor in San Mateo County, more than 1,300 copies of the curriculum have been used by Youth FSNEP staff in counties across the state. The purpose of the evaluation has been to both determine how the curricula is being used (Phase I) as well as assess the dietary and behavioral effects on youth participants (Phase II).

Results of Phase I (conducted spring and summer 2001)

This phase of the evaluation focused on implementation, examining program delivery and use by Youth FSNEP staff and teachers. Information was gathered through interviews, focus groups, and written questionnaires. The curricula is being used in elementary schools, alternative high schools, and Head Start programs. Phase I results indicate that:

- ❖ Number of lessons teachers use ranges from one to six with an average of four.
- ❖ Many educators supplement the lessons with their own ideas or other curricula.
- ❖ Teachers want the curricula tied to state educational standards.

- ❖ Most popular lessons varied by age groups, but all liked the “hands-on” approach.
- ❖ Biggest deterrent to use is time. Shorter lessons are applicable to the classroom.
- ❖ Teachers are more likely to do the lesson if they have seen it done or done it at a training or learning center.

The second phase of this research project is evaluating the effects of TWIGS on third graders’ nutrition knowledge, attitudes towards fruits and vegetables, and fruit and vegetable preference. Partner county Youth FSNEP program collaborators are: Calaveras, Contra Costa, Merced, San Joaquin, San Luis Obispo, San Mateo, and Riverside). Schools targeted were those where 50% or more of the student population receives free or reduced lunch. In the fall of 2001, over 150 informational letters were sent to school principals.



Update

Seventeen school principals have submitted letters of commitment to participate in the project. Human Subjects Review approval was granted in November. As counties obtain three committed schools, they are randomly assigned to one of three conditions:

control group, treatment group one and treatment group two. Selected nutrition and gardening lessons are taught by staff to those third graders in treatment groups. Comparison between the three groups will allow us to answer our evaluation questions. Pretests have been conducted in 12 schools with approximately 240 youth. Staff are currently teaching selected lessons in four counties.

Youth FSNEP staff from collaborating counties have been trained on how to administer the pre- and post- test, teach a pre-selected set of TWIGS lessons, and meet Human Subjects requirements. We anticipate that all data collection will be complete by mid-June.

Funding support for this research project has been provided by DANR through the Garden-Based Learning Workgroup.

For further information on the TWIGS program, please contact:

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UPCOMING CONFERENCES →

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, 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”
June 1, 2002 • Pasadena Hilton

The CYFAR 2002 Conference, Hilton Riverside
May 29-31, 2002 • New Orleans, Louisiana
See page 6 for details.

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

CYFAR Site Spotlight: Orland

By Robyn Caruso, MSW

The annual evaluation of the Homework Club, part of the Glenn County CYFAR Project, was recently completed and data suggests that the program is successful. Sixty-three students in grades 3-5 attended this homework assistance program during the 2000-2001 school year at Fairview Elementary School in Orland.

Several instruments were used to collect evaluation data about the Homework Club including (a) an intake and follow-up form completed by the referring teacher for each student in the program, and (b) student, teacher and parent assessments of the program.

As judged by their teachers, students made a substantial improvement in the regularity with which they turned in their homework. A comparison of the intake and follow-up surveys showed an increase of 51.6% in the number of students turning in their homework 100% of the time. Additionally, 90.2% of the teachers recommended that their student(s) continue attending the Homework Club.

A total of forty Homework Club participants completed a student feedback survey at the conclusion of the program. This survey assessed the students' attitudes about both homework and the Homework Club. Some of the findings were as follows:

- ❖ 97.5% of the students thought that doing their homework helped them learn.
- ❖ 97.5% of the students believed that doing their homework helped them become better students.
- ❖ 92.5% of the students thought that doing their homework helped them to participate more in class.
- ❖ 97.5% of the students reported that attending the Homework Club had been a positive experience.

Additionally, 25 parents completed the parent feedback survey at the conclusion of the program. Some of the findings include:

- ❖ 88% of the parents thought that their child's attitude toward homework had improved since their child began attending the Homework Club.
- ❖ 70.8% of parents agreed that their child now had a more positive attitude about school.
- ❖ 66.7% of parents agreed that their child was now more willing to do her/his homework.
- ❖ 92% of parents agreed that their child now had a more positive self-image.
- ❖ 88% of parents felt that the Homework Club had changed the way they felt about their child's homework.
- ❖ 92% of parents believed that their child was more successful in school because of her/his participation in the Homework Club.
- ❖ 100% of the parents thought that the Homework Club had been a benefit to their family.

The evaluation clearly illustrates that the Homework Club is a successful program. Not only was there a significant increase in the amount of homework turned in, but the program also raised students' self-esteem and improved the students' overall school performance.

For additional research on homework, you may wish to read a review of Pamela M. Warton's article, *Learning about responsibility: Lessons from homework* in *Research You May Have Missed*, Winter 2002.



CYFAR 2002
Children, Youth
and Families
At Risk Conference
New Orleans, LA

THE ANNUAL CYFAR CONFERENCE IS COMING UP! REGISTRATION IS LIMITED SO BE SURE TO SIGN-UP EARLY. THE ONLINE REGISTRATION FORM AND CONFERENCE INFORMATION CAN BE

ACCESSED AT: [HTTP://WWW.REE.USDA.GOV/4H/CYFAR/CYFAR.HTM](http://www.ree.usda.gov/4h/cyfar/cyfar.htm). FEEL FREE TO CONTACT ROBYN CARUSO AT (530) 752-2766 IF YOU HAVE ADDITIONAL QUESTIONS.

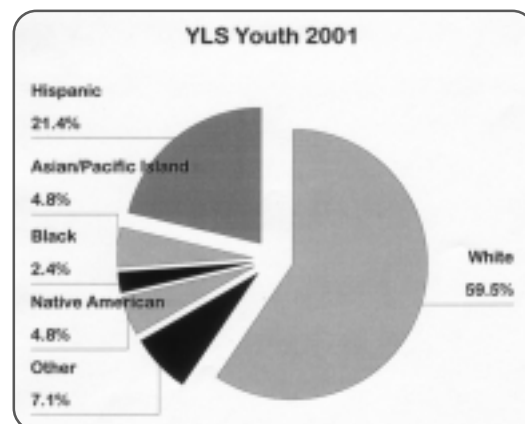
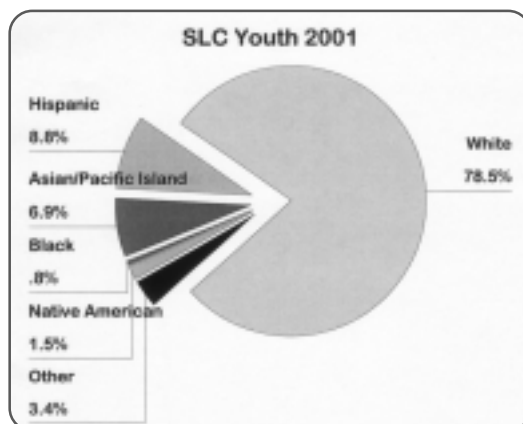
CYD Evaluation of 4-H State Leadership Conference Highlights Positive Changes in Ethnic Participation

By Sally Stanley, M.S.

FROM 1998 through 2001, the 4-H Center for Youth Development was asked to conduct a series of evaluations of the 4-H State Leadership Conference. Each year, DANR and the California 4-H Program offer high school aged youth an opportunity to participate in a statewide educational conference. The conference has been a traditional component of the California 4-H Program for more than 75 years. It provides high school-aged youth from throughout the state with an opportunity to participate in hands-on learning experiences and educational workshops that help to increase their knowledge and leadership skills. The development of this type of expertise assists in the strengthening of county 4-H programs.

THE CULTURAL composition of California continues to change with an ever-increasing number of people from Asian and Hispanic cultures. Tracking the participation of youth from different ethnic groups at the conference provides valuable information on our ability to reach the increasing diversity of youth within our state. An additional program, the Youth Leadership Summit (YLS) was created in 1999 to supplement the state leadership conference program. The goal of the YLS was to create hands-on and genuine leadership experiences through specific community service projects. With the focus on actual community projects, 4-H youth were encouraged to invite youth from other organizations to the YLS to work in collaboration on the projects.

ALTHOUGH the specific purpose of the program did not include increasing diversity in the California 4-H program, it appears to have done so. While only 21.5% of youth were from ethnic groups other than White at the SLC, 40% of youth attending the YLS were from ethnic groups other than White. Forty-four percent (8 of 18) of the non-white attendees at the YLS 2001 were from organizations other than 4-H. Leaders who have reached out to non-4-H youth to participate in the 4-H YLS have increased the diversity of the programs, and thus have enriched the experience of youth. The next step would be to encourage YLS participants to attend the 4-H State Leadership Conference.☞



CYD Profile: Dr. Victoria Rivers

(Continued from page 1)

shining cloths for the UC Davis Design Museum. These two venues were integral parts of the curriculum she developed, which is also entitled *The Shining Cloth*. The curriculum consists of integrated lessons in light-reflecting textiles and dress, and introduces children to the meaning and purpose in textiles used in various cultures. Included in the curriculum is a vocabulary and a "Gallery Hunt" in which children search for objects in the gallery as they go through their lessons. The virtual gallery of imagery can also be used to play this game. Children can access the Shining Cloth Web site <http://shiningcloth.ucdavis.edu> or use a hard copy of the fully downloadable site or a CD ROM on their computers to explore the lessons, games, and Internet links and resources to learn about different textiles and their meanings.

Professor Rivers developed the curriculum to give children exposure to the numerous ways textiles and dress encapsulate social values of diverse ethnicities and cultures. It is her hope that an awareness of the reasoning behind the appearances, meanings, and uses of textiles and dress will lead to an increase in the value and appreciation of the differences between cultures. Connecting with the Cooperative Research and Extension Services for Schools (CRESS) project on the UCD campus, Victoria has distributed her curriculum to members of the Sierra North Arts Project (SNAP) and The Northern California Arts Project (TECAP). Through the UC Davis School-University Partnership program, a new curriculum was created. This

curriculum has been used by several teachers in two Sacramento city schools: Fr. Keith B. Kenney Elementary and Kit Carson Middle School. Her curriculum was also highlighted at the recent K-12 Resource Fair held on the UC Davis campus.

The support for and interest in *Shining Cloth* encouraged Victoria to develop a new unit for teachers and children, *Spirit Houses, Shrines & Altars* <http://spirithouses-shrines.ucdavis.edu>. The 4-H CYD will collaborate this spring with Professor Rivers to introduce this curriculum to Cooperative Extension by piloting its effectiveness when used in nonformal educational settings. Using a format similar to *The Shining Cloth*, this interactive curriculum combines computer or Internet use with introductory and focused readings to teach children about the customs, creations and meanings of sacred spaces among diverse cultures. Professor Rivers is excited about this unit and the potential benefits to students as they begin forming their thoughts about others' cultures, customs and beliefs.

Through her research she has found that the discussion of customs and traditions, particularly among youth, is reaffirming for some, as they consider their own cultural customs. The unit may also be very empowering for those who practice traditional customs within their own culture and may feel alienated from the larger culture. It is hoped that the *Shining Cloth and Spirit*

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

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Production Coordinator

Houses, Shrines and Altars educational units and future ones--all focused on diverse cultural arts and design expressions--will promote greater appreciation and foster greater tolerance for our individual differences.

Professor Rivers can be reached at vzrivers@ucdavis.edu.



Calling 4-H Youth Development Advisors:

If you are interested in collaborating on a study of Professor Rivers' curriculum *Spirit Houses, Shrines & Altars*, please contact Ramona Carlos at (530) 754-8435 or rmcarlos@ucdavis.edu.

We expect to test the curriculum during spring quarter.

The University of California does not discriminate in any of its policies, procedures, or practices. The University is an affirmative/equal opportunity employer.



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