



THE LATEST  
 NEWS AND RESEARCH  
 4-H CENTER FOR  
 FOR YOUTH DEVELOPMENT  
 UNIVERSITY OF CALIFORNIA  
 DAVIS, CALIFORNIA  
 SPRING/SUMMER 99

# CENTER UPDATE



## DIRECTOR'S NOTES

by Richard Ponzio, 4-H CYD Director

### The State of the 4-H Center for Youth Development

The past year has been one of change at the Center. A shift in individual and team responsibilities is reflected in each academic staff member accepting responsibility for a Center programmatic initiative. Each of the academic staff is now serving as the liaison between the Center and one specific ANR region's academic and administrative staff in order to improve communication. This shift is an expansion of our mission:

- to provide research and development capacity and support in the area of youth development; and
- to support an expanded vision for the role of 4-H Youth Development and non-formal education programs as outlined in the Human Resources Program Priorities.

#### 4-H CYD Initiatives:

The Researchers at the CYD have each taken on an identified youth issue, reviewed research related to the issue, talked with field-based academics interested in the issue, and are developing a vision and plan of work for addressing the issue. We have labeled these action plans "initiatives."

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*Spring Conference 99  
page 3*



## UNIVERSITY OF CALIFORNIA FACULTY PROFILE

Pam Castori, Science Education Extension Specialist  
 CRESS Center, Division of Education

by Ella Madsen, Research Associate, 4-H CYD

Raised by an elementary school teacher and principal, Pam Castori has been immersed in education all her life. She earned a B.S. in Zoology, a teaching credential, a Masters in Curriculum and Instruction in Science and a Ph.D. in Education from UC Davis. As a 7-12 grade biology and chemistry teacher for nine years, Pam participated in collaborative work with elementary school teachers in science. She is devoted to identifying and promoting effective practice in K-16 science education and currently works as a Science Education Extension Specialist at the CRESS Center within the Division of Education. In this capacity Pam engages in and encourages collaborative research activities among scientists and K-12 school teachers. For example, she has been working with a group of teachers from Vacaville and Nevada on a program to encourage a more positive attitude toward science education on the part of students. Another project has involved working with Wendell Potter, a physicist at UC Davis, and elementary school teachers in Dixon to create a Science Resource Room that all classes can use for science projects. Such projects are funded through the CRESS Collaborative Research Grants Program. These grants are available to UC academic staff working in collaboration with public school teachers. Additionally, Pam coordinates the Teacher

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# Pathways to Potential

by Charlene Logan, 4-H CYD



March 16 & 17, Kellogg West Conference Center, Pomona, CA

After months of planning, the Spring Conference was finally under way. As we drove through the gates of the Cal Poly campus, Aaron, the Kellogg West shuttle bus driver, gave us an encapsulated history of the land.

In a wonderfully, creative use of existing resources, what was once the private estate of the cereal magnate, W. K. Kellogg, is now a California State University; his stable of Arabian horses are part of the Equine Educational Outreach Program; and his mansion on top of the hill is slated to become a think tank.



Karen Varcoe, Ph.D., *Presenting: Beyond the Usual*

tions that they wished the workshop sessions were actually longer.

Although it's impossible to highlight any one particular workshop this year due to the overwhelming positive responses they all received, there are a number of people who deserve special note: Peggy Gregory, for her impromptu organization of the workgroups session; Dan Desmond, for his discussion on the future of 4-H within the DANR restructure; Stephen Russell, for attending and presenting only two weeks after beginning his role as 4-H Youth Development Specialist; Andrew Bosworth, the youth representative from the Technology Corp, for attending and presenting and being available throughout the conference to talk technology; and of course, Ken Wilmarth, for bringing all those millions of seeds!

SPRING

CONFERENCE

99

As we looked out over the rolling ranch land, and could actually see what can happen when creative avenues for using existing resources are followed, it seemed an appropriate backdrop to our conference since we were to spend two intensive days exploring "pathways" to achieving our potential as an organization in the areas of collaboration and outreach in youth development.

After a keynote address by Dr. Karl Pister, Senior Associate to the UC President, the days were full with workshops, roundtable discussion groups, and county program sessions. All the workshops received high marks, and in many cases participants wrote on the evalua-



Jim Schnitz (left), Director of Strategy K-12, IBM's Global Education, *Presenting: Trends: Moving Toward Effective Schooling*

Finally, the conference wrapped up with an inspirational capnote address by Paul Schmitz, Vice President and Chief Strategist for Public Allies. His talk, *It Takes a Child to Raise a Whole Village*, explored the practice of Asset-Based Community Development as it related to youth development.

Even before the CYD staff boarded the Kellogg West shuttle bus to the Pomona



Marian J. McKenna, Ph.D. Presenter, Boondoggles & Benefits of Academic Service Learning

Jerry Glashagel, Director, West Coast YMCA Shared Project  
 Kari Lee, Director, Youth & Community Program, Presidio Community YMCA, Richard Ponzio, Director, 4-H CYD, Presenter Asset Development

Airport, we were already brainstorming ideas and improvements for our millennium year conference.

As we headed down University Drive, traveling at a fairly high rate of speed, the driver continued to point out additional sites of interest. In many ways the shuttle bus ride captured the spirit of the conference—a little fast over the speed bumps, a few close calls on the tight turns, but overall there was a wealth of information for colleagues to discuss, debate, and utilize in the future.



Daniel Desmond, Interim 4-H Program Director, Ann Brosnahan, 4-H YD Advisor, San Joaquin County

Thank you to the 1999 Spring Conference Advisory Board for their valuable assistance in the planning of Pathways to Potential

Marianne Bird  
 Rasjidah Franklin  
 Shirley Humphrey  
 Charlene Logan  
 Ella Madsen  
 Teresa McAllister  
 John Pusey  
 Lynn Schmitt-McQuitty  
 Sally Stanley

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# Workforce Preparedness and 4-H

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by Ella Madsen, Research Associate, 4-H CYD

**W**orkforce Preparedness and College Bound programs are not new to Cooperative Extension, and particularly to 4-H. In California many of you have been engaged in a variety of outstanding programs and efforts for many years—career fairs, job fairs, college fairs, entrepreneurial programs, early college awareness programs, homework clubs, parent involvement in education, to name only a few. Actually, everything we do to help youth develop their knowledge of the world around them, the ability to learn and think critically and creatively, develop their skills and talents, and be responsible, contributing members of society could be construed as workforce preparation. (You know what they say about giving a kid a hammer—everything looks like a nail.)

However, the need to address workforce preparedness is a growing and pressing issue rather than a diminishing one. It is an issue that also cuts across age barriers. Much of what we do for children and youth in this arena is also needed by many adults. Our information oriented economy requires entry level workers with strong basic foundation skills, at least some specialized training, and a commitment to continuous learning on the job and in the classroom.. Everyone entering the workforce needs the Foundation Skills of:

**BASIC SKILLS:** Reading, Writing, Mathematics, Speaking, Listening

**THINKING SKILLS:** Creative Thinking, Problem-Solving, Decision Making, Visualization

**PEOPLE SKILLS:** Social Negotiation, Leadership, Teamwork, Cultural Diversity

**PERSONAL QUALITIES:** Self-Esteem  
Self-Management, Responsibility

The development of these skills and characteristics is not bound by age or developmental stage. In a broad sense people, and especially young people, need:

**EDUCATIONAL EXPERIENCES** that provide a good foundation in the academic basics of reading, writing and math and an understanding of the relevance of these skills to the world of work.

**ENVIRONMENT AND EXPERIENCES** that encourage creativity, problem solving and decision-making skills.

**SUPPORT NETWORK** that provides opportunities to develop social and interpersonal skills and try out a variety of roles (in varying contexts).

**ORIENTATION TO THE WORLD OF WORK** which includes,

- exploring personal interests, developing skills, and learning about themselves throughout their formative years.
- direct and/or hands-on experience with a variety of work situations and occupations.
- guidance/mentoring in making career decisions and how to achieve them.

Ideally, these needs are met in an environment where young people feel valued and supported, expectations are high, and boundaries are appropriate and clear.

More specifically, Cooperative Extension's National Workforce Initiative identifies six major ways 4-H YD can promote workforce preparedness:

- 1 Providing/facilitating apprenticeships and preparing youth to benefit through experiential learning experiences.
- 2 Providing technical assistance and curricula to communities.
- 3 Developing public/private sector collaborative efforts at the national, state and local levels.
- 4 Coordinate non-formal experiential education activities that occur mainly outside of schools with the formal educational system.
- 5 Involve family, mentors, and coaches throughout the community more directly in the career development of young people.
- 6 Encourage and be supportive of positive parenting skills and family practices.

Our Workforce Preparedness workgroup offers an opportunity to bring together the experience and expertise of people from throughout the state. We will be able to benefit from and build upon past experiences as well as seek new directions in meeting the needs of youth and adults in preparing for the world of work. Many new opportunities are becoming available because of the Workforce Investment Act and programs that will be developing here in the state. The first meeting of the workgroup is being planned for the first part of July. If you would like to be involved and have not been in contact with me, please do so at your earliest convenience. E-mail works great, [ermadsen@ucdavis.edu](mailto:ermadsen@ucdavis.edu).

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# An Update on the Gardening Initiative

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by Ramona Carlos, Research Associate, 4-H CYD

Plans to create a DANR workgroup in School Gardening are moving forward. There has been a lot of activity generated from the CYD's inquiry into advisor interest in this workgroup. The purpose of this article is to inform everyone how the CYD has become involved in this exciting arena, the potential outcomes from this involvement and some of the products or tools we hope to produce from these activities. (It is also a goal of this article to avoid all gardening metaphors!)

## Collaborative Efforts:

- The CYD will be co-sponsoring a regional meeting with the UCD Children's Garden Project and its director Carol Hillhouse, to be held in June. About 40 individuals throughout the Yolo, Solano and Sacramento counties who are involved in garden-based education have been invited to attend. Some of the goals of this meeting will be to identify interests and develop networks for the people, programs and resources that are available to schools and community-based educators working on their gardens within this region. The UCD Children's Garden Project is a regional center identified by the California Department of Education's "A garden in every school" Project.
- The CYD has been involved with the facilitation of a class for graduate students interested in community and school gardens (CRD 290 - "Community-School Gardens and Development). Jim Grieshop, a Community Development Specialist in the Department of Human and Community Development, has invited presenters

representing the 4-H program (Dan Desmond), the UCD Children's garden (Carol Hillhouse), nutrition (Sheri Zeidenberg-Cherr), pest management (Lyn Hawkins), a gardening curriculum with a nutrition component (TWIGS-Marilyn Johns) and others to speak to the class. The graduate students will be asked to give a poster presentation of where they see a need and/or how a garden environment could be a benefit to a community. These posters will be on display at the regional meeting to be held in June.

- The CYD will be collaborating with the UC Berkeley Botanical Garden on a new math/gardening curriculum project entitled "Math in the Garden." The UC Botanical Garden is proposing to develop a series of math activities that adults can do with children in garden settings. The CYD will assist in this NSF-funded grant by working with youth staff to coordinate garden sites and enlist 4-H youth for testing these activities.

## Future Goals:

- The CYD is working on developing a resource access for anyone seeking information about community/school gardens. This access may be in the form of a manual specializing on how to assess a garden project, developing a bibliography of resources, establishing a networking access for professionals who are working in this area, and having listings of possible grant sources and/or internship possibilities for graduate students. It is our plan to have this information accessible through the CYD web site and connected to the 4-H web site.

These involvements reflect our continuing desire to extend knowledge on topics of relevance to youth development staff, foster new research and promote research collaborations. We believe these efforts will be a tremendous opportunity for California children to learn and grow— while having fun gardening.

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## **Faculty Profile** continued from front page

which supports approximately 120 teachers in their efforts to systematically investigate their teaching and their students' learning.

A lifelong learner, Pam continues to pursue new possibilities for improving science education for all students. In her opinion non-formal science education plays a special role in science education in that it provides a wonderful opportunity for kids to get in touch with their worlds—to be able to explore and wonder without the academic constraints of a grading system and limited time. Effective science education experiences connect concepts or ideas about science with the kid's world and their thinking. It is dedicated to helping students develop learning skills and a love of learning as they develop knowledge of the world around them.

She feels 4-H curriculum can make a unique and important contribution to the educational process because of its attention to life skills, service learning, and activities that touch young people's lives on a daily basis.

Pam is enthusiastic about serving on the 4-H Curriculum Committee and looks forward to learning much from the organization as well as contributing to its efforts to provide high quality science education materials.

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# Taking an Asset-Based Approach

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by Sally Stanley, Research Associate, 4-H CYD

We at the 4-H Center as part of the DANR mission have always emphasized the need to create healthy communities and nurture young people. Although we have historically supported an agenda focusing on youth, families and communities, the need for increasing efforts in this area is crucial. As rapid social and economic changes increase the demands of families and communities within the state, county Cooperative Extension networks are not only available but appropriate for addressing these family and community issues. Healthy communities require an informed and engaged people. The asset model framed by Search Institute helps inform our communities of the basic building blocks all children need to become healthy and productive adults. Thus, combining this asset based approach with our CE networks can help us achieve our DANR mission.

Turning interest into action will entail some increased energy and effort on the part of CE. A gardening analogy provided in *All Kids Are Our Kids* might prove useful at this point. Prior to “planting the seeds” we need to take a little time to “envision the garden” and “prepare the soil.”

Stephen Small, a specialist for Wisconsin Cooperative Extension, envisioned an outreach model that assumes you can do research and bring about community change at the same time. He contends that local citizens do not pay much attention to university research findings because the statistics and scenarios presented often do not reflect the concerns of their own communities.

Small developed a model that included a steering committee of local leaders, formed and facilitated by CE county faculty. This committee generated a survey questionnaire that

addressed a common “core” of concerns in the community. The information from the survey was then given to local citizens who then attempted to solve the problems within their own community. This model has been very successful.

This is just one of many approaches that involve communities. Several advisors have communicated an interest in an asset-based approach. The next step involves developing a common vision and an allocation of energy and efforts in “preparing the soil.”

I will be contacting those who expressed an interest in asset development soon. If you are also interested in asset development, but have not contacted me, you can reach me through e-mail: [smstanley@ucdavis.edu](mailto:smstanley@ucdavis.edu).

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## Director's Notes continued from front page

Three 4-H CYD Initiatives have been launched and are progressing well under the stewardship of their directors. A status report on the progress on the initiatives by their Directors (Ramona Carlos, Youth Gardens; Ella Madsen, Workforce Preparedness; and Sally Stanley, Building Community Assets) appears elsewhere in this newsletter.

### Regional Liaison Responsibilities:

The 4-H CYD Researchers have each adopted regional liaison responsibilities to better facilitate communication between the Center and the county-based clientele and collaborators. Along with reorganization, realignment and re-regionalized responsibilities comes the need for continued professional relationships and connections. To provide a direct

and personal communication link with the 4-H CYD, our researchers have aligned themselves to be the personal link to regions (Ramona Carlos - Coast; Ella Madsen - South; and Sally Stanley - Central Valley). We encourage your communication with your regional liaison, who will assist you directly, or pass along the information or request to the appropriate resource.

### Communication Resource Development:

In line with our mission to engage in, and promote research, and the dissemination of research-based knowledge, the Center is developing a comprehensive web site that will be a valuable resource for 4-H Youth Development Advisors and Program Representatives, as well as other

youth development professionals and interested parties. In addition to providing information on the Center and its activities, the site will include information on the latest research in youth development. We also plan to provide online access to our publications, the *Center Update* and *Focus*.

### 4-H CYD Personnel:

It has been about six months since Denise Bray-Meeker was hired by the Center as a clerk/secretary. It's amazing to me how much of a difference Denise, with her skills, personality and energy can make to our team effort. Denise has increased our potential for better service to you and made our work easier and more efficient.

We are delighted Melina Bersamin is renewing her appointment as a

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# CYD s Involvement in a Collaborative

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by Ramona Carlos, Research Associate, 4-H CYD

One goal of the Center is to be a resource and source of support to the 4-H program staff in the field. We have been involved in one such effort for the past year and a half. In October of 1997, the Center was asked to participate in the North Region Program Assessment (NRPA). The sample group for the project included volunteer leaders and program staff. Two researchers from the Center met with a team of North Region staff to discuss the project in general and team member responsibilities in particular. Although the Center's primary role was advisory, we provided assistance with data analysis and interpretation.

The first level of involvement included:

- editing drafts of various surveys, e.g., ordering and grouping of questions, and suggesting ways to emphasize the issues to be explored;

- preparing an extensive literature review on the benefits youths receive from involvement in youth programs;
- attending meetings to discuss how to proceed with data analysis and interpretation of data;
- coding the youth staff surveys; and
- providing support through the help of graduate student assistant Melina Bersamin, who was responsible for running data frequencies and other statistical analyses on the over 800 volunteer leader surveys. She also represented the Center at status report meetings, and prepared a document, including graphs and tables, summarizing the results of the analyses.

The second level of participation has included:

- editing assistance on the written reports of the overall project, particularly with regard to data interpretation.

Through this type of involvement in a collaborative effort, the Center has remained active participants in the progression of the study. Our work provides resources not readily available or which would be too time-intensive for county-based staff to take on while still maintaining a balance with the many other projects in which they are involved. We look forward to collaborating in other such efforts with regional and county staff. This type of involvement in regional projects allows the Center to be a resource and provide support to youth staff in their academic research endeavors.

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## *Director's Notes continued from previous page*

graduate student research assistant. Melina has been instrumental in helping develop strategies for assessment projects such as the Northern Region Volunteer Leaders Survey (you do remember that region, don't you?) and working with visiting scholars at the 4-H CYD.

It was a bittersweet event when I received Anna Otto's letter of resignation as a researcher at the Center. Although Anna and I had been in discussion about Anna's interest in being a full-time mom, we had all hoped she would continue with the Center.

### **4-H CYD Visiting Scholars:**

As an integral part of our goal of opening up the Center to scholarly work related to youth development and human resource issues we have

instituted an opportunity to host "Visiting Scholars." Visiting scholars provide expanded opportunity for intense, collaborative work on human resource issues. During the past year the Center has hosted two visiting scholars. The first Visiting Scholar was Yolo County 4-H Youth Development Advisor, Carole Paterson, who used the position to work more closely with campus-based faculty. Our second visiting scholar was Marian McKenna, a professor of education from the University of Montana at Missoula, and a national figure in the field of academic service learning. Marian's time at the Center included discussions of how 4-H experiences enhance both academic service learning and workforce preparedness, conducting workshops for HDE undergraduates, and a

workshop at the Center Conference in March.

In order for the 4-H Center for Youth Development to provide both responsiveness and leadership for our mission-based efforts we rely, to a great degree on the input of our collaborator/clientele. We will soon be forming an Advisory Committee to assist us with further strengthening our connections and effectiveness with current needs assessment and effective practices. We welcome your suggestions and involvement.



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# California CYFAR Project

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by Bernadette Sangalang, CYFAR Coordinator and Evaluator

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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## MINI SOCIETY KIDS LEARNING ABOUT ENTREPRENEURSHIP IN TEHAMA AND GLENN COUNTIES

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by Jeannette George, 4-H YD Advisor

The Center for Entrepreneurial Leadership of the Ewing Marion Kauffman Foundation developed a hands-on entrepreneurial curriculum titled "Youth Empowerment and Self-Sufficiency! Mini-Society" (Y.E.S.S.). Tehama and Glenn Counties were among the



counties given the opportunity to implement the Mini Society in 4-H settings with a grant from the Kauffman Foundation.

Twenty youth, grades 3-8, participated last July at a 4-H Summer Program in Red Bluff. And this Spring, eight 4th & 5th grades students learned about business at the

Orland 4-H Afterschool Program.

The major lessons taught were: what is an entrepreneur, how to solve scarcity, understanding profit and loss, and establishing a business to meet a consumer interest or want.

Each group selected a society name, flag and currency. The Red Bluff participants sold their products to each other. But, the Orland group sold their items to the 15 day care students at the site.

Each program totaled over 24 hours of instruction and activity. Two different time

frames were compared. The Red Bluff group met daily for three weeks. The Orland participants met once a week for eight weeks. Both groups showed knowledge gained. They have also asked for the program to be given again.



It was a successful pilot project and will be expanded to other sites including afterschool child care and 4-H clubs.

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## A BUSY SPRING FOR THE COLLEGE BOUND PROGRAM IN SAN FRANCISCO

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Exciting activities are underway at the College Bound program in San Francisco. There is a teen group that meets weekly at Family Connections and the group provides an open forum for teens in the community to engage in conversation. Recently, the teens accepted an invitation from Kevin Shanahan, the president of Cummins West, a diesel engine company in San Leandro, to get an insider's tour of the facilities. The teens spent a full day at Cummins West with Mr. Shanahan and other workers, learning about the company, the type of employees that work there, and the skills necessary to get a job.

A core group of parents planned a Career Day for families on Saturday, May 15 at E. R. Taylor School in San Francisco. Students and parents attended Career Day to gather information about different careers and begin long-range planning in preparation for their future. Career Day featured panels of successful past students and others who shared what kept them on their path and motivated them to reach their professional goals.

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## SEE WHAT'S GROWING AT THE GREENNET PROJECT IN SANTA BARBARA

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A new look for the GreenNet web site - GreenNet has revamped their web site! Besides having a new look, the GreenNet web site has up-to-date information on their project activities and includes links to the Events Calendar, Business Projects, Garden Resources, Technology Passport, and other resources. Go to <http://www.rain.org/greenet/> and see what's growing at *GreenNet*.



*GreenNet At Earth Day* - GreenNet had a booth at the 1999 Earth Day Festival, held at the De La Guerra Plaza in downtown Santa Barbara. Various plants grown by GreenNet participants were sold to raise money for the project. Small pansies in pots that GreenNet youth had hand painted sold very well.

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### BERNADETTE SANGALANG AT CHAPEL HILL

Bernadette Sangalang, CYFAR Coordinator and Evaluator, will begin the Ph.D. program in Social Work at the University of North Carolina at Chapel Hill, with an emphasis on evaluating child welfare interventions and programs for older adolescents.

Bernadette is also the author of the Spring 99 monograph, *Community Collaborations*.

Everyone at the 4-H Center has enjoyed working with Bernadette, and we wish her well at Chapel Hill.

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### COORDINATOR RECRUITMENT

The 4-H Center for Youth Development is currently recruiting for the position of Academic Coordinator (Project Coordinator and Evaluator) for the CYFAR Project. Screening of applications will begin June 30, 1999. We hope to have a Coordinator on board by Fall.

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### V2K: EXTENSION VOLUNTEER CONFERENCE

4-H Youth Development professionals from throughout the country met at the end of April to share information, programs and concerns and begin the development of nationwide efforts to address 4-H volunteer-related issues such as diversity, recruitment, training and certification programs. California was represented by Teresa McAllister and Yvonne Steinbring, who presented a workshop on satellite training for volunteers, Peggy Gregory, representing the 4-H Advisory Committee, and Ella Madsen, representing the Center and a member of the Volunteer Leader Curriculum Committee.

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# RESEARCH YOU MAY HAVE MISSED.

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Wichstrom, L., (1999). **The emergence of gender difference in depressed mood during adolescence: The role of intensified gender socialization.** *Developmental Psychology*, 35 (1), 232-245.

Gender differences in prevalence of depressed mood has been a consistent finding among adults as well as adolescents. An increase in depressed mood seems to emerge in girls between the ages of 13 and 14. Research has indicated that one of the most, if not the most, crucial questions for understanding the sex difference in depressed mood is what happens to girls at the time or immediately before the sex difference emerges. Gender intensification theory suggests that there is a rapid increase in gender-differential socialization during early adolescence. Girls and boys will identify strongly with the stereotypes for their sex. This process is influenced by the age as well as the physical maturity of the adolescent. Using this theory as a starting point, Wichstrom combines it with the hypothesis of body satisfaction (physical appearance has been shown to be the most important contributor to an adolescent's self-esteem) to create the Extended Gender Identity Model, a new model of the processes leading to a greater occurrence of depression among adolescent girls. The data indicated that gender difference in level of depression could be explained, in part, by increased developmental challenges for girls—pubertal development, dissatisfaction with weight and attainment of a mature female body and the increased importance of feminine sex role identification. **(EM)**

editor:  
Ramona Carlos

reviews by  
Ramona Carlos (RC)  
Ella Madsen (EM)  
Sally Stanley (SS)

Allen, S.M., & Hawkins, A.J. (1999). **Maternal gatekeeping: Mothers' beliefs and behaviors that inhibit greater father involvement in family work.** *Journal of Marriage and the Family*, 61, 199-212.

By drawing on the results of previous research which indicates that wives as well as husbands resist more collaborative arrangements of family work, the authors propose that fathers are not involved as mothers in family work because women resist increased men's involvement in family work by "gatekeeping" the domain of home and family. Maternal gatekeeping consists of a set of beliefs about mothering and fathering that influences mothers' behaviors in relation to the allocation of family work. The authors identify and test three related dimensions of maternal gatekeeping which they claim create a schema that builds, maintains, and reinforces the gate to home and family. These dimensions are 1) the mother's reluctance to relinquish responsibility for family matters by setting rigid standards, 2) wanting to be ultimately accountable for domestic labor to confirm to others and to herself that she has a valued maternal identity, and 3) expecting that family work is truly a woman's domain. The authors collected survey data from 622 part-time employed (employed an average of 39 hours per week), primarily Anglo American mothers. Results indicated modest support for three cluster groups: intermediate (42%), collaborator (37%) and gatekeeper (21%). Mean differences on the three gatekeeping dimensions between gatekeepers and collaborators were all significant. Mothers who fell into the gatekeeping classification were concerned about managing or controlling paternal involvement and were likely to score high on all three dimensions of gatekeeping. Although the authors believe this study makes a contribution in the understanding of family work, they caution about the limitations of the study, including 1) the motive behind the beliefs and behaviors indicated on the survey may reflect the partner's insistence or refusal to participate or cooperate in domestic labor, not the mother's choice; 2) the causal direction of relations between the gatekeeping measures and the outcome variables cannot be confirmed; 3) generalizations about findings cannot be made to members of other ethnic groups; and 4) the measure of paternal involvement may not be accurate. The authors stress the need for future longitudinal research to address these issues. **(RC)**

If you are unable  
to locate an article,  
please contact  
the 4-H CYD

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Thoman, Elizabeth (1999). **Strategies for media education.** *Educational Leadership*, 56(5), 50-54.

In this article, Elizabeth Thoman maintains that the media no longer just influences our culture, it *is* our culture. She states that today's adults must become responsible for teaching children to be media literate lest they become passive and vulnerable. Media literacy is a skill that enables youth to select, question and become competent and critical learners. At the heart of media literacy is the principle of inquiry or the raising of questions about what is being watched, read or listened to. Thoman advocates explaining to youth that media messages are constructed by a few individuals who attempt to define the "way it is" for all; that the media has its own values and points of view that are embedded in their messages; and, that the media uses creative language to get its message across. For example, youth need to know that scary movies use music to heighten fear, that camera close-ups convey messages of intimacy, and that big headlines signify that messages are important. In order to help children understand the construction of creative language by the media, Thoman suggests that adults help youth to create their own video, web site, or ad campaign. Do not be a passive adult. Openly discuss the ideas conveyed by the media and offer your views as well. Finally, teach your children that the media is a business and is profit motivated. Help them understand that audiences are sold to advertisers and that sponsors target their message to the audience. The development of new technology offers countless opportunities for youth, but only when we educate our young people to be selective and use the media as a two way process of reflection.(SS)

Buckner, J.C., Bassuk, E.L., Weinreb, L.F., & Brooks, M.G. (1999). **Homelessness and its relation to the mental health and behavior of low-income school-age children.** *Developmental Psychology*, 35(1), 246-257.

In the United States approximately 20%, or about 14,665,000 children, live below the poverty line. On any given night, 68,000 of these children are homeless and over the course of a year 744,000 school-age children and youth are homeless. The typical homeless family is a single mother in her mid-to-late 20's with one or two children. For the vast majority of these families homelessness means living in a shelter where conditions are crowded and privacy is limited. This study examined the relation between housing status (homeless vs. poor housed) and depression, anxiety, and problem behaviors in school-aged children. Data were collected in face-to-face interviews during three to four sessions of two hours each. Information about the children was collected using the Child Behavior Check List, the Children's Depression Inventory, the Revised Children's Manifest Anxiety Scale, and the Life Events Questionnaire. The Personal History form (designed for use with homeless and low-income adults) and the Symptom Checklist (to assess current psychiatric symptoms) were used to collect information about the mothers. The majority of mothers (80% homeless, 66% housed) had experienced severe physical violence indicating that the children had most likely been exposed to family violence. Homeless youth experience nearly three times as many stressful life events and moved nearly four times as often as poor housed youth. Three important findings of this study indicate that: a) housing status was associated with internalizing problem behaviors, b) level of emotional distress experienced by the mother was the strongest predictor of both internalizing and externalizing problem behaviors, and c) depression and anxiety among both groups of children were within a normal range. The implications of these findings for intervention programs and policies is discussed.(EM)

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In the United States approximately 20%, or about 14,665,000 children, live below the poverty line.

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# RESEARCH YOU MAY HAVE MISSED.

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Popham, W. James (1999). **Why standardized tests don't measure educational quality.** *Educational Leadership*, 56(6), 8-15.

In this article, Popham ascertains that the use of standardized achievement tests to make inferences about the caliber of education is much like “measuring temperature with a tablespoon.” Three reasons demonstrate the lack of validity in this use of the standardized achievement test. First, there is what Popham calls a testing-teaching mismatch. Standardized tests are a marketable item that are used for all schools, yet the goals that educators pursue in a variety of school districts can lead to curricular diversity that can not be covered by test developers. Secondly, there is a tendency to eliminate important test items. For example, test items are selected to be middle difficulty items. The items selected are the items that are answered correctly by around 50% of the students. Items that are answered correctly by 80% or more of the students are eliminated. Thus items on which students score well are automatically eliminated. The third and final reason that these tests should not be used to evaluate educational quality is the confound of causation. Performances on these tests are influenced by three causative factors: what's taught in school, the students' natural abilities and out of school learning. Only one of these factors is linked to instructional quality. For example, variations in learning can be affected by socioeconomic conditions. Popham suggests an educational campaign to inform colleagues, parents, and policy makers of the shortcomings of standard achievement tests for evaluating education and the development of new assessments that can genuinely evaluate educational quality.(SS)

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Variations in learning can be affected by socioeconomic conditions.

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Iyengar, Sheena S. & Lepper, Mark R. (1999). **Rethinking the value of choice: a cultural perspective on intrinsic motivation.** *Journal of Personality and Social Psychology*, 76(3), 349-366.

Prior research has led us to believe that intrinsic motivations are enhanced by the element of personal choice. However, it now appears that cultural ideals may affect an individual's attitude towards choice as well as intrinsic motivation. This study compared Asian versus American children in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades. Children were grouped by threes within ethnicity. In each group, one child was given a personal choice of which anagram game to play and which marker to use. The second child was told that the choices of marker and game were made by their mother. The third child was required to use the marker and play the game as chosen by the experimenter. These choice scenarios were highly exaggerated. For example, the experimenter might say, “you could use any of these markers, but I want you to use this one.” American children performed best in the personal choice condition, whereas Asian children performed better when the choices were made by their mothers. Neither ethnic group performed better under the experimenter's choice condition. All children were observed during a free play time that followed. American children who had been in the personal choice position spent significantly more time on anagram games during free play. Asian children who performed best under their mother's choice condition also spent more time on the anagrams during free play. These results suggest that American children were somewhat more intrinsically motivated if provided individual choices than Asian American children. Thus, it seems that members of collectivist cultures, for example Asian cultures, might not have minded submitting to choices expressed by their mothers because their culture encourages interdependency and belongingness. (SS)

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Youniss, J., McLellan, J.A., Su, Y., & Yates, M. (1999). **The role of community service in identity development: Normative, unconventional, and deviant orientations.** *Journal of Adolescent Research*, 14(2), 248-261.

Earlier research has found that certain kinds of activities during youth predict a social orientation that persists into adulthood through behavior and attitudes. Black college students' participation in the civil rights movement in the South during the 50's and 60's predicted their political interest and activism 10 and 25 years later; involvement in high school government has been associated with political participation in adulthood; membership in 4-H and other organizations during youth has been reported to predict membership and leadership in community organizations well into adulthood. The authors suggest that youth's activity patterns appear to have such sustained effects because they help to shape youth's identity during an especially opportune developmental period. Activities expose students to societal norms and values and insofar as part of the identity process involves exploring and relating to societal traditions, they help shape youths' emerging self-definitions. Activities also work to orient youth toward or away from normative society. In the present study, the authors reassess previous work by examining the specific role of community service and participation in civic organizations on identity formation. Using data from a nationally representative sample of high school seniors the authors identified background characteristics and youths' activities which proved to be powerful predictors of service. Characteristics that predicted service were being female, attending a Catholic school, coming from an intact family, and being in a higher socioeconomic status level. Orientations toward school, sports, artistic endeavors, solitary activities and doing a moderate amount of part-time work (1-10 hours per week) were positively associated with service. Service, in turn, enhanced the likelihood that students would take part in political expression (e.g., voting) and express a conventional religious orientation, exemplified by church attendance and judging religion as an important factor in their lives. Service was negatively associated with marijuana use. The authors point out several limitations to the study, including the cross-sectional survey data, the nature of the community service involvement is not described, and the extent to which causal inferences can be made about service experience. (RC)

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Black college students participation in the civil rights movement in the South during the 50 s and 60 s predicted their political interest and activism 10 and 25 years later

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# California 4-H Curriculum Committee: Quarterly

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By Ella Madsen, Research Associate, 4-H CYD & Member, 4-H Curriculum Committee

In an effort to keep everyone informed about important information and issues regarding 4-H curriculum, highlights of the quarterly Curriculum Committee meetings will be included in the 4-H CYD newsletter. The last 4-H Curriculum Committee meeting was held May 4, 1999.

Committee Members Present: Eric Jorgensen, Richard Mahacek, Pat English, Pam Castori (Science Education Specialist/CRESS Center), Ella Madsen, Richard Ponzio, Daniel Desmond, Michael Marzolla, Eric Zilbert, Darlene Liesch

Term of Committee Membership amended: Members will serve from January 1 to December 31.

Criteria for Selecting Materials for Publication: The Committee is in the process of establishing criteria for the selection of curricula to be published by Communication Services. 4-H receives an annual allotment of 500 pages. This includes any service necessary to prepare the materials for publication. Currently, the materials ready for publication exceed the allotment, thus the need to consider how materials will be selected and whether to pay for pages that exceed the annual allotment.

Update on 4-H Cooperative Curriculum System activities:

New curriculum that will be available this fall are: Citizenship-Public Adventures, Clothing Decisions-A Style or Your Own, and Small Engines.

Curriculum that have been given a new look are: Dog, Cat, Dairy, and Beef. These curriculum are organized by traditional animal science content rather than life skills.

Piloting opportunities in the near future: Bicycles and Computers, and seven new animal science curriculum that will be available this fall.

Opportunities to review and possibly write for the new animal science revision teams will be coming up. The topics are sheep, poultry, pet, and dairy goats.

If you are interested in learning more about these contact Ella Madsen ([ermadsen@ucdavis.edu](mailto:ermadsen@ucdavis.edu)) or check out the 4-H CCS web site at <http://www.n4hccs.org>.

Call for Piloting Sites: "Caring for Kids: Exploring Careers with Children." This curriculum, designed for Jr. High and High School students, contains six activity modules which help youth learn basic career exploration skills as they learn more about child-related occupations and careers of personal interest. Contact Ella Madsen ([ermadsen@ucdavis.edu](mailto:ermadsen@ucdavis.edu) or 530/754-8755).

Expanding the marketing and use of 4-H curriculum: The Curriculum Committee will supply a booth display and catalogs for any marketing opportunities that may be coming up in the counties. Eric Jorgensen reported on the success of displaying 4-H curriculum and distributing the 4-H Catalog at the California School Age Consortium Conference held in Santa Clara County. Using the theme of "project-based learning," he and Faye Lee interacted with more than 200 participants and distributed catalogs. The focus was on marketing Cooperative Extension curricula, not 4-H program enrollment. Two marketing opportunities coming up are the Sixth Annual National Middle School Conference to be held in San Francisco October 2 & 3 and the Ag in the Classroom Conference to be held in Ventura October 14-16. We would appreciate hearing of other marketing opportunities that may be coming up in your region. Pat English is the person to contact with this information. Pam Castori suggested the project-based learning experiences in 4-H curriculum are just what teachers are looking for and talking to teachers directly is very effective in promoting the use of any curriculum. Eric Zilbert commented that there is a need to develop a "How to Use in the Classroom" piece to accompany some of our curricula in order to make them more user friendly for a classroom teacher.

Pilot projects focused on using curriculum in the classroom would be helpful in increasing our understanding of how to adapt nonformal education curriculum to the classroom and how to work more effectively with the classroom teacher and the public school system.

4-H Catalog 2000: If you have found curriculum or resources that you feel would be of value and interest to others, please contact Yvonne Steinbring (yjsteinbring@ucdavis.edu). Items that will appear in the next catalog must be submitted to Yvonne by December 1999. The catalog will be available on July 1, 2000.

Highlights of Curriculum Needs Assessment Survey Responses: The following information is based on data from the 29 responses to the survey sent out in March.

*Curricula that are available for sharing on a statewide basis are:*

Family Projects	Napa
Bucket Calf materials	Butte
Plant Science: Rice and Wheat	Fresno
Arts & Crafts Manual	Mendocino
Avian Embryology	Fresno
Breads, Gardening and Embryology (k-3)	Placer
Navajo Churro Sheep Manual	Mendocino
Tech Corps presentations	Lynn Schmitt-McQuitty
-9 different presentations are available	
School Gardening	Dan Desmond
- School Gardening Manual, Food for Thought, and 4-H Club Garden Project	
School binders on Embryology and Vermicomposting	Tuolumne
Revised version of Record Book	Inyo/Mono
Project pages	
Club Management	North Region
Enrichment Areas:	Teens:
<del>In-Planting Adventure/ Camping</del>	—Community Service
Animal Ambassadors (Animal Science, UCD Vet Med)	—Leadership
—Arts & Crafts	

Volunteers:  
 —Club Project Leader Training  
 —Club Management  
 —Meeting Management  
 —Volunteer development for diverse audiences (urban)

*Curriculum Priorities:*

After School:	Primary Member:	School Enrichment:
—Reading Literacy	—Small Animal Projects	—School Gardens

New Volunteer Orientation Video: The new volunteer orientation video designed for use with the booklet, “The 4-H Experience,” will be ready for distribution in late August.

Curriculum Development Proposals: “Let’s Get Reading,” a curriculum proposal submitted last fall, will be developed with funds from the curriculum committee. Two other projects seeking funding, “Animal Ambassadors” and the aquatic science materials, are under consideration.

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# 4-H Curriculum Peer Review Pro

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By Carla Sousa, 4-HYD Advisor, Tulare County



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THE CENTER UPDATE is a newsletter  
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at the University of California at Davis

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