



THE LATEST
 NEWS AND RESEARCH
 4-H CENTER FOR
 FOR YOUTH DEVELOPMENT
 UNIVERSITY OF CALIFORNIA
 DAVIS, CALIFORNIA
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CENTER UPDATE



DIRECTOR'S NOTES

by Richard Ponzio, Ph.D.
 4-H CYD Director

Reflection is the key to growth and learning, the means of reliving or recapturing experience in order to make sense of it, to learn from it, and to develop new understandings and appreciation. Reflection comes from the Latin word *reflectere*, which means to bend back. Imagine a mirror; "As a mirror reflects a physical image, so does the reflection as a thought process reveal to us aspects of our experience that might have remained hidden had we not taken the time to consider them," (Wade & Yarborough, 1996, p. 64). LaBoskey (1993) suggests that "individuals need to learn how to process their experiences; they need to bring other knowledge, theoretical principles, and alternative interpretations to bear in any analysis of that experience; in short, they need to be reflective" (p. 10).

If professional development is the goal, then there is a need to explore and inquire into the epistemology of professional practice vis-à-vis the reflection process. How is professional knowing and practice of field-based academics like and unlike the kinds of knowledge presented in academic textbooks, rather than that found in conference presentations, invited papers and scholarly journals? "In what sense, if any, is there intellectual rigor in professional practice?" (Sch`n, 1983, p. viii).

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*CYFAR Project
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UNIVERSITY OF CALIFORNIA FACULTY PROFILE

Xiaojia Ge, Associate Professor and Assistant Child P
 Department of Human and Community Deveopment

by Sally Stanley, Research Associate, 4-H CYD

Ge (as he likes to be called) has been a member of the Human Development faculty since 1995. It was a series of serendipitous circumstances that led Ge to UC Davis. Ge graduated in 1984 in China with a master's degree in History. In 1984 a master's degree was the highest degree obtainable in China. In fact, prior to 1982 there were no graduate schools in China. After graduation, Ge was asked to stay and teach in China at the Institute of Taiwan Research. Quite by accident, he met a visiting anthropologist from the U.S. The anthropologist was doing research in a nearby village and asked Ge to help him with field notes. Soon, Ge found himself heavily involved in this project and was asked to come to Iowa in the U.S. to continue to work on this research project. However, at this time, Ge was newly married and his son had just been born, so he was quite reluctant to leave his home country. It was only through intense urging from both his family and his mentor, that Ge left to join the anthropologist in Iowa. He came to the U.S. with only \$50 in his pocket. He spoke very little English and was totally unaware of the restrictions that might be involved in bringing his wife and son to the U. S. Fortunately, his wife and son were able to join him within a year, and Ge continued to work for this anthropologist as he pursued his Ph.D. in Sociology.

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Director's Notes

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This exploration of professional development through reflection relies heavily on Donald Schön's work on the epistemology of practice. My goal is to describe a model of reflection that assists one toward a better understanding of the practical uses (and potential limits) of research-based knowledge.

The dilemma of the academic professional can be reduced to questions of rigor versus relevance (Schön, 1983). In fields such as human and community development and education we find that most problems of real-world practice do not come to us as well-formed structures amenable to application of theory and research-based technique. They often do not present themselves to us as problems but rather as situations, challenges and opportunities. Educators, Schön points out, "are increasingly aware of the zones of indeterminacy in practice that call for artistry but are bound by institutional commitments to a normative professional curriculum and a separation of research from practice that leave no room for it" (pp. 42 - 46). The reflective process begins with an experienced dilemma (Ross, Bondy, & Kyle, 1993, p. 17).

There are several "moments" in the dynamic process of reflection-in-action as described by Schön (1987, p. 28) that address indeterminate situations or challenges.

- A routine response leads to a surprise. An unexpected outcome that does not fit our expectations and gets our attention.
- Surprise leads to reflection. Our thoughts turn back on the surprising phenomenon and, at the same time, back on itself.
- Reflection-in-action has a critical function. Questioning the assumptional structure of knowing-in-action. We think critically about the thinking that got us in this fix (or opportunity), and we may, in the

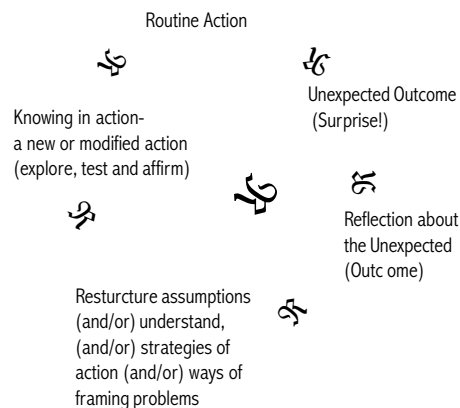
In times of change it is the learners who will inherit the earth. While the learners find themselves beautifully equipped for a world that no longer exists.

Anonymous

process, restructure strategies of action, understanding of phenomena, or ways of framing problems.

- Reflection gives rise to an on-the-spot experimentation. We consider a variety of options, choose one, and try out the new action. This allows us to explore and test our tentative understandings (through observation, surveys and assessment tools) the moves we have invented to change things for the better.

This dynamic process is represented in the following diagram:



An underlying assumption about the role of reflection as a means of improving professional practice (in its artistry, performance and design) is that it can be improved by collegial coaching. Collegiality (as pointed out by Senge) does not mean you share the same views. "On the contrary, the real power...comes into play when there are differences of view" (Senge, 1990 p.238). Collegial coaching provides an opportunity for reciprocal reflection-in-action. Two studies conducted by Featherstone, Munby, & Russell, 1997; and Korthagen & Wubbels, 1991 researched the development of professional knowledge by education

professionals investigating the benefits of reflective practice combined with action.

Senge (1990) has developed a strategy for organizational learning and development that may be of use to professionals in Cooperative Extension. Although his book explores an area beyond the scope of this "Notes" column, it is of use to people interested in how organizations reflect, learn and develop. I recommend it to our use as the new DANR Blueprint unfolds. Particularly with regard to the important role to be played by "workgroups" there will be new opportunities for reflection and action research. Workgroups using a horizontal organizational structure, with participation by professionals from a variety of academic backgrounds and interests, will provide venues for ongoing collegial reflection, the re-co-construction of educational programs, and foster professional development — Carpe Diem!

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CALIFORNIA CYFAR PROJECT

by Bernadette Sangalan, CYFAR Project Coordinator

Second Year of Funding

Strengthening the Futures of California Families, a project from the Children, Youth and Families at Risk (CYFAR) Initiative, is halfway through its second year of funding from the Cooperative State Research, Education, and Extension Service of the United States Department of Agriculture. Our three community sites in Orland, San Francisco, and Santa Barbara are heavily engaged in conducting programs for children and families living in high-risk settings.

Accomplishments during our first year of programming include:

Orland 4-H Afterschool Program, Orland

- establishing and operating a licensed, afterschool child care center
- successful participation of children in the Thursday Club afterschool enrichment programs
- creating *The 5th H*, an afterschool homework club for students in Fairview School

College Bound Program, San Francisco

- conducting the first "College Fair" for students and parents of E.R. Taylor Elementary School
- establishing a Parent Leadership Team composed of parents who have a dedication to providing college awareness and preparedness resources to the E.R. Taylor School community

Neighborhood GreenNet Program, Santa Barbara

- conducting weekly gardening projects with children from the Santa Barbara Housing Authority
- creating a computer lab in the housing complex and providing computer and Internet training to families in the program



A New California CYFAR Web Site

We have a new web site! The California CYFAR web site contains information on each of the community sites as well as links to resources from 4-H and the National CYFAR Initiative. In the near future we plan to add information on resources for program planning, evaluation, collaboration, and policy information that pertains to working with California families. Please visit our web site at <http://cyfar.ucdavis.edu>.

CYFAR Staff at the Capito

The annual national CYFAR Conference "Strong Programs – Solid Futures" was held last February 1-3, 1999 in Washington, DC. State and community project staff and project collaborators from the California CYFAR Project attended the conference and joined other professionals across the country who work to support programs for at-risk children, youth and families in sharing resources, meeting colleagues, and learning in workshops. Those who attended were: Jeanne George and Pat Weliver from the Orland 4-H Afterschool Project, Faye Lee, Gloria Riordan, and Maryann Fleming from the College Bound Project, Michael Marzolla and Carlos Jimenez from the GreenNet Project, and Ella Madsen, Richard Ponzio, Bernadette Sangalang, and Bill Town from the state project office.

One of the highlights of the conference was a visit to the USDA building where the Secretary of the U.S. Department of Agriculture, Daniel Glickman talked to conference participants about the importance of working with at risk families. Another special feature of this year's conference was the opportunity to visit with Congresswoman Lois Capps from Santa Barbara and a Legislative Assistant from Senator Barbara Boxer's office and shared with them the important work that we are doing with California families.

The conference was sponsored by the Children, Youth and Families at Risk (CYFAR) Initiative of the Cooperative State Research, Education, and Extension Service. More information regarding CYFAR can be found at the world wide web site at: <http://www.reeusda.gov/4h/cyfar/cyfar.htm>.

California 4-H Workforce Preparedness Workgroup

by Ella Madsen, Research Associate, 4-H CYD

The Center is heading up an effort to develop a workgroup aimed at increasing the capacity of 4-H to work effectively with a variety of audiences in a variety of settings to help youth prepare for education beyond high school and succeed in the world of work. What we envision is:

March	Organizational meeting in conjunction with Spring Conference '99 to explore what is currently underway throughout the state, explore possible issues to address, and identify potential advisory board members
April/May	Create an advisory board Develop document stating goals and purposes of the group Apply for CE workgroup status
June/July	Hold a consultation/workshop with advisory board members Work to refine plans and focus efforts in areas identified by the workgroup

We envision the workgroup seeking outside funding, developing state and community partnerships and collaborations, and identifying and/or developing programs and materials to meet the goals and purposes set by the group. Meetings requiring travel will be kept to a minimum and, whenever feasible, phone conferencing would be the preferred meeting mode. Possible avenues of action might include

- developing ideas and methods to introduce a stronger workforce exploration/preparation component into club and after school program curricula,
- service learning,
- entrepreneurship,
- internships,
- identify (and develop if necessary) career exploration/preparation materials and make recommendations for their use,
- early post secondary education awareness program for elementary grade levels, and or
- development of informational materials for all grade levels of students and their parents.

We feel a deep commitment to this effort and are excited about the prospect of forming a workgroup that will be creative, innovative, and above all, productive in a very concrete and timely way. Please contact Ella Madsen by phone (530/754-8755) or by e-mail (ermadsen@ucdavis.edu) if you are interested in participating in the Workforce Preparedness Workgroup.

ASSET UNIVERSITY

by Ella Madsen, Research Associate, 4-H

Since Dale Blythe's presentation at the '98 Spring Conference, the Asset Building Framework has been on our minds. In early December, the Search Institute offered a 5 day training which was attended by Richard Ponzio, 4-H CYD Director, Richard Enfield, San Luis Obispo 4-H YD Advisor, and Sally Stanley and Ella Madsen of the 4-H CYD staff.

Besides receiving information about the framework, we met and worked with several YMCA program directors from California. As we discussed the common purposes that 4-H Youth Development and the YMCA share, along with our mutual interest in asset building, it was natural to begin developing a collaborative effort regarding training and implementation of the asset building model for our respective programs. We are pleased that they are joining us in carrying out the asset development workshops slated for the Spring Conference. The three workshops will focus on 1) the goals of asset building and identifying personal and programmatic asset building factors, 2) understanding the framework from a research perspective and 3) exploring the implications and applications of the asset building model. Although many of the concepts embodied in the framework are not new to youth development professionals, the comprehensive nature of the framework and the common language it provides for working with other youth serving organizations is of great benefit.

In 1988, after three years of study, he approached Dr. Rand Conger for a position as a research assistant with the Iowa Youth and Families Project. Yet, his interests were still sociological and he continued to work on his dissertation concerning China's industrial reform.

Ge's dissertation was on the effect of organizational change on individuals. His plans were to graduate in 1989 and go back to China, but around this time, students began to demonstrate in China and Ge found himself glued to the news and involved in obtaining funds to support the students in China. It was months after the Tianmen massacre before Ge could get back to his dissertation.

At the same time and quite accidentally he found himself fascinated with the data from the Iowa Youth and Families Project and the effects of economic stress on family processes. He found

Family is not only a very important component in protecting children from harm but also can be a mechanism that transmits risk to children

himself especially interested in the adolescent period and the depression of young people.

Finishing his dissertation and graduating in 1990, Ge started to work for the Center for Family Research in Rural Mental Health as a research scientist. An article submitted to the *Journal of Research in Adolescence* was accepted. Dr. Conger was quite surprised that Ge had interests in writing and encouraged him to continue his now growing research interest in adolescence. Two articles published in 1994 in the *Journal of Social Behavior and Developmental Psychology* confirmed that the study of adolescence, not history would be his career.

At this time Conger relieved him of the primary responsibility for data management, allowing Ge to continue his

own research and publications. He became more interested in adolescent depression and eventually applied for a position at UC Davis. Although grateful to Rand Conger for all the support and the chance to publish papers from the data, he was drawn to California because of the ethnic diversity and for an opportunity to become an independent scholar and a teacher.

From his studies he has concluded that family is not only a very important component in protecting children from harm but also can be a mechanism that transmits risk to children. Ge states that the most important aspects of parenting are warmth and discipline. However, he says "we tend to talk more about warmth when it is really discipline that is also necessary." Discipline is about the need to set rules and standards and make sure these rules are complied with. Children need to be monitored and tracked. Discipline need not be harsh but must be comprised of reasoning, explanation and most importantly consistency. Ge believes that if children are not disciplined in this manner, they will lose their sense of why the behaviors are expected. Clearly and repeatedly, warmth and discipline have been shown to be related to lower rates of delinquency, and also though not as strongly, to a lower degree of psychological distress.

Ge said he tries to practice what he preaches with his own son, who is now fourteen years old. He is especially proud that his son is fluent in the Chinese language and culture. Working with college students, Ge said he was surprised that many Chinese-American youth were taking classes to learn about their ancestral language and about culture. Therefore, he, his wife and son, speak Chinese at home. All of their extended family is in China, so Ge and his wife and son return to China to visit relatives every few years.

Since coming to Davis, Ge has been teaching adolescent development to undergraduate and graduate students. He has also been working on a very large

data set of 4,164 California Youth Authority (CYA) inmates. The original data

Clearly and repeatedly, warmth and discipline have been shown to be related to lower rates of delinquency, and also though not as strongly, to a lower degree of psychological distress.

was collected in 1964 and the arrest records for these youth have been followed for the last twenty years. There are about a thousand variables, and Ge has had to reformulate as well as analyze this large data set. He was then able to look at the data for variables predictive of future arrests. He and his collaborators have just finished and submitted three papers based on this data set.

Ge is also a consultant for the National Study of Adolescent Health and has continued collaboration with Iowa researchers. He and Glen Elder (University of North Carolina at Chapel Hill) are writing articles on the influence of puberty on adolescence, and he has also been working on a collaborative project between Iowa State and the University of Georgia called the *Family and Community Health Study*. The hope of this study is to better define the influence of communities and families on adolescents with more ethnic diversity than in the original Iowa study.

Ge also is interested in studying adolescent eating disorders and depression. He recently submitted a research proposal to the National Institute of Mental Health (NIMH) on eating disorders in youth and received a request to revise and resubmit. He may be interested in collaborating with the Center and others in Cooperative Extension in resubmitting a revised proposal.

RESEARCH YOU MAY HAVE MISSED. . .

Zoerink, D.A., Magafas, A.H., & Pawelko, K.A. (1997). **Empowering youth at risk through community service.** *Child & Youth Care Forum*, 26(2), 127-138.

Noting that youth at risk are rarely viewed as community assets, the authors designed two programs to remedy this perception. In both programs, Carry-Out Caravan II (COC II) and Illinois Youth on Campus Service-Learning Project (IYOC-SLP), at-risk adolescents participated in service-learning projects that benefitted elderly citizens. The primary purpose of the programs was to “use a service-learning approach to facilitate the transition of at-risk youth into responsible social roles” (p. 128). COC II was a 24 week project in which junior and senior high school students from an alternative school for youth with behavioral problems performed grocery shopping and delivery services for disabled homebound elderly members of the community. IYOC-SLP was carried out during a six week summer residential program for at-risk youth. Youth participating in this program worked in small groups to design and carry out their own service-learning project. Projects undertaken included general yard and garden maintenance, house and garage painting, grocery shopping and delivery (2 groups), and social programming for local nursing home residents. Each of the programs included the following phases: student training, direct experience, debriefing, recognition, and evaluation. During the student training, the youth learned about the goals of the program and the needs of the elderly, and in the COC II project they also learned consumer skills. Direct experiences is the segment of the program where the youth actually carried out their designated project. After each direct experience, participating youth were involved in debriefing. In these sessions, the youth were asked to recall, synthesize, analyze, and evaluate their experience. At the end of each program, participating youth were publicly recognized for their service. Each program was evaluated using a pre-test, post-test format to assess the youths’ perception of the elderly. The results in the COC II program suggested that after participation, the youth viewed the older program participants as “being less effective in pursuing goals and adapting to change, less involved in their communities milieu, and less socially acceptable”(p. 133). In the IYOC-SLP program, the results were mixed; the adolescents “came to view older people as being able to adapt to change and pursue goals, but viewed them to be less socially acceptable than prior to the service-learning project” (p. 135). The authors explain these results by suggesting that the youth may have gained more realistic views of the plight of the elderly participants. The COC II program also included an evaluation component completed by the elderly participants. The elderly participants rated all aspects of the program highly. The authors conclude by noting the success of the programs in helping to provide much needed services to elderly members of the community. They view these programs as models of how community service-learning can be used successfully with at-risk youth, both in school and residential facilities.(AO)

Miller, J. P. (1998). **Making connections through holistic learning.** *Educational Leadership*, 56(4), 46-48.

According to Miller, the time has come for our society and our schools to be concerned with the nurture of the human spirit along with our ardor for academic learning and achievement. This holistic style of learning includes three key elements: balance, inclusion and connection. First, a **balance** must be found between various learning emphases. Society and schools need to focus on both the content and the processes of learning. Secondly, in holistic learning, the **inclusion** of diverse races and genders and diverse learning strategies must be accentuated. Inclusion emphasizes the balance of three kinds of learning. Transmission learning allows a one way flow of information. Transaction learning allows for greater interactions between the teacher and the

editor
Ramona Carlos

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

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

student. Transformational learning allows for connections to develop between the student and the subject matter. Finally, *connections* must take place between the children themselves, between all members of the school and to the earth. Also, connections among subjects must be made at different levels. Subjects should be integrated around major themes. For example, the music, costumes, art and science of an era can be brought to life in the classroom. Thus, holistic learning will allow students to discover what Dewey, a noted learning theorist, called a unity of knowledge. At the same time it allows the classroom to become a learning community where all feel a sense of responsibility toward the school environment.(SS)

Higginson, J.G. (1998). **Competitive parenting: The culture of teen mothers.** *Journal of Marriage and the Family*, 60(1), 135-149.

The current study resulted from a three year participant observation study by the author. During this time, the author functioned in a variety of capacities (e.g., volunteer and teacher) at a teen parenting center in a high school. Using a qualitative research method that involved both group observation and in-depth interviewing, the author describes the culture of teen parents in this mostly middle-class, white community. In general, the teen parents were found to be highly competitive, both with each other and with other non-program parents. The teens often pointed to their own successes while simultaneously pointing out the failures of other parents, thus making themselves look good to justify their teen parent status. One major way in which the teens competed was in the area of finances. The teens worked hard to make themselves look more affluent than they actually were. They purchased expensive new toys and clothes for their children, and turned down support from parents, governmental, and other sources. These material possessions served as a great source of pride for the teen parents, and proof that they were capable of successfully parenting their children. The teen parents also competed in the areas of physical and cognitive development of their children. Children who were advanced were seen as proof of good parenting, whereas children who were delayed created feelings of inadequacy in the parent. The teens often exaggerated their child's developmental level in order to justify their parenting abilities. A third area of competition was the area of parenting advice. The teen parents tended to be very selective in their use of parenting advice provided to them. In general, the group felt that parents should be responsible for determining what was best for their child. Each individual teen made her own assessment as to the best source of parenting advice: their own mother, medical and other professionals, other teens, or parenting books. A final area in which competitiveness showed through was in espousing "generational superiority." Many of the teens felt they were better parents than were those parents who delayed childrearing to their 30's and 40's, and better than their own parents. One common justification for this was that teens had more energy than did older moms. It was also felt that teen parents tended to be less rigid and authoritarian in their parenting style, which was perceived as positive by the teens. All of the above areas were found to be influenced by the teen parents' age, race and social status. Younger teen parents, for example, tended to rely more on parents and other sources for financial assistance. An example of race influencing parenting was the few Latina mothers involved in the study who tended to follow Hispanic cultural norms for parenting, for example relying more heavily on family than did their Anglo peers. In terms of social class, most of the teens tended to favor middle-class parenting norms, even if they themselves were from lower or working class families. The author noted that this may be due to the program being located in a primarily educated, middle-class community. Overall, the author found that the competitive nature of teen parenting had many positive effects on the teens as parents, though there were negative effects also. In general, the teens were found to be competent parents striving to do their best for their children.(AO)

Teen parents were found to be highly competitive, both with each other and with other non-program parents.

RESEARCH YOU MAY HAVE MISSED.

Eccles, J.S., & Barber, B.L. (1999). **Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters?** *Journal of Adolescent Research*, 14(1), 10-43.

There has been relatively little longitudinal, developmentally-oriented research focused on either the benefits or costs of how adolescents spend their free time. In the present study, the authors look at two aspects of activity participation: (a) short-term and long term effects of participation in different types of activities, and (b) relations among activity participation and how adolescents identify themselves. The authors were interested in finding out if activity participation is linked to increases in academic outcomes and engagement in risky behaviors. The authors included the following activity groups: *prosocial* (e.g., community service, church involvement), *sports teams*, *performing arts* (e.g., band, drama), *school involvement* (e.g., student government, cheerleading), and *academic clubs* (e.g., debate, foreign language, math clubs). Results indicated that adolescents who participated in prosocial activities had the most consistently positive outcomes - high academic achievement and low rates of involvement in risky behaviors. When students were asked to classify themselves as either *brains*, *prince(ss)*, *jock*, *basket case* or *criminal*, those who participated in prosocial activities were most likely to identify themselves as brains, academically oriented and with the fewest number of friends engaged in risky behavior. Youth involved in team sports who identified themselves and their friends as jocks, also identified themselves as having positive academic outcomes and relatively high levels of alcohol consumption. Adolescents involved in school-related activities who identified themselves as prince(ss)es, also identified themselves as having positive academic outcomes and just as likely to drink alcohol as other peers. They also showed a trend toward increasing rates of skipping school from 10th-12th grade. These results indicate that activity choice is likely to both grow out of and reinforce emerging identities. Activity choice also channels friendship networks which in turn reinforce the value of various types of activities and identities, creating norms of behavior. The authors stress the need to take into account the meaning of a particular behavior in the broader context of the adolescent's life and development. If the risky behavior takes place in the context of a group of highly motivated and otherwise mentally healthy adolescents, it is unlikely that the risky behavior will, in and of itself, have extremely negative consequences. If the risky behavior is part of a broader syndrome of behaviors, then the risky behavior is likely to be an indicator of poor future developmental outcomes.(RC)

Harter, S., Waters, P., Whitesell, N. R. and Kastelic, D. (1998). **Level of voice among female and male high school students: relational context, support, and gender orientation.** *Developmental Psychology*, 34(5), 892-901.

One challenge for adolescents is the development of a coherent and consolidated sense of self. As adolescents begin to express what they truly feel, this sense of self can be displayed in verbal behaviors. For example, an inability to state your true opinion, or stating what you think others want to hear, has been called a "loss of voice." Carol Gilligan has suggested a loss of voice may be particularly problematic for female adolescents since cultural stereotypes often portray women as quiet and unassertive. According to Gilligan, women's opinions are often not sought or valued and women may compromise their authenticity in order to maintain connectedness in relationships. Harter, on the other hand, believes a "loss of voice" might affect *both* boys and girls. She hypothesized that individual differences in the level of voice expressed by both boys and girls would depend on the relational context with parents, teachers, male classmates, female classmates

and close friends. Although Harter and colleagues did not hypothesize gender differences per se, they did hypothesize that gender orientation (feminine, masculine, androgynous) among female adolescents would be predictive of the level of voice expressed. Participants in this study were 165 females and 142 males in the 9th, 10th and 11th grade of high school. As hypothesized, results indicated that individuals displayed different levels of voice across relational contexts. The level of voice expressed was higher with close friends than with teachers, parents and classmates. Level of voice was higher for girls than for boys with close friends and female classmates; whereas, the two genders were comparable with teachers, parents and male classmates. For boys, level of voice was significantly higher with a close friend than with all other relationships. This study showed no evidence of a decline in voice for females as a function of grade level. Also there was no report from the girls at any grade level of lower levels of voice than boys. There were no differences in level of voice for “masculine” and “androgynous” girls. However, “feminine” girls reported lower levels of voice in public though not in private contexts. Harter also obtained support for the hypothesis that voice within a relationship would be predictive of self worth within the same context. Harter concluded that Gilligan’s hypothesis should be refined to specify that gender orientation, rather than gender per se can contribute to a lack of voice in adolescence. Encouraging both boys and girls to display their authentic selves should be a prime focus for parents as well as all those who work with youth.(SS)

An inability to state your true opinion, or stating what you think others want to hear, has been called a loss of voice.

Carlson, E.A., Sroufe, L.A., Collins, W.A., Jimerson, S., Weinfield, N., Henninghausen, K., Egeland, B., Hyson, D.M., Anderson, F., & Meyer, S.E. (1999). **Early environmental support and elementary school adjustment as predictors of school adjustment in middle adolescence.** *Journal of Adolescent Research, 14*(1), 72-94.

School success or failure has serious individual as well as social consequences. The focus of the present study was to determine whether failure to adjust in high school is a symptom of more basic developmental and educational difficulties. Using a sample of families at risk for poverty, this longitudinal study examined both school and nonschool conditions from early and middle childhood that may contribute to an adolescent’s potential for school success or failure. The principal questions addressed were: Is poor high school adjustment predictable from early parent-child relationship variables? How early can high school adjustment be predicted from relationship and individual socioemotional variables? How strongly can socioemotional variables from early and middle childhood predict high school adjustment? Results indicated that particular preadolescent social and emotional factors were instrumental in predicting high school success. Parental problem-solving support in the toddler and preschool years, including quality of parental guidance of child activity and quality of home environment predicted adolescent school adjustment even after academic achievement and socioemotional functioning in middle childhood were taken into account. In middle childhood, externalizing behaviors (e.g., disobedient in school, gets in fights) and emotional health/self-esteem significantly predicted later school adjustment, even with SES and middle-childhood academic achievement controlled. These results underscore the importance of a developmental perspective on events commonly attributed to adolescence.(RC)

RESEARCH YOU MAY HAVE MISSED...

Fagot, B.I., Pears, K.C., Capaldi, D.M., Crosby, L. and Leve, C.S. 1998. **Becoming an adolescent father: Precursors and parenting.** *Developmental Psychology*, 34(6), 1209-1219.

Most studies on the topic of adolescent pregnancy focus on the teen mothers. Using data from the Oregon Youth Study (OYS), a longitudinal study of at-risk males, the authors endeavor to identify predictors of adolescent fatherhood using the Coercion model as a framework. This model suggests that “Coercive family processes are thought to provide both the means and the opportunity (i.e., the basic training) for children to learn and practice antisocial behaviors. The basic mechanism is negative reinforcement. . . Paralleling this active training in antisocial behaviors is a lack of training in prosocial behaviors. The result is children who are deficient in social skills but who are quite proficient in deviant behaviors.” For young men a number of negative outcomes have been associated with poor parental discipline, such as high arrest and substance use rates, poor academic skills, aggressive and unstable relationships and engaging in sexual intercourse at an early age. (In adolescent females, antisocial behavior appears to be associated with early sexual intercourse and higher rates of early pregnancy.) The results of this study indicate there are significant differences between the 160 young men nonfathers and the 35 young men who became fathers before age 20 who participated in the OYS. Poor academic performance and low family income were the strongest predictors of becoming a teen father. However, early engagement in sexual intercourse was not a significant predictor of teen fatherhood. The majority of teen fathers could be characterized as chronic juvenile offenders and displayed problems associated with antisocial behavior, i.e., substance use and continued academic failure. These findings confirm the hypothesis that early fatherhood is strongly associated with the developmental outcomes identified with the coercion model. The negative parenting behavior observed in the interaction of these fathers with their young children strongly suggest that the mechanism for passing antisocial behavior and its attendant problems to the next generation is in place and functioning. Unfortunately, a comparison group of low-risk teen fathers was not included in this study. (EM)

News from the Child Development Policy Advisory Committee Meeting

by Bernadette Sangalang

The Child Development Policy Advisory Committee (CDPAC) provides public policy recommendations to the Governor, the Legislature and relevant State Departments concerning child care and child development issues. The Committee meets monthly at the State Capitol and the meetings are open to the public. For more information, contact CDPAC at (916) 653-3725, or search their web site at <http://www.cdpac.ca.gov>.

The Child Development Policy Advisory Committee met on January 21, 1999 and the focus was on "Preparing for a New Era in Local Child Care Planning."

Implementing Proposition 10 - The California Children and Families First Act

Stephanie Fanjul, Director of Division of Child Development in North Carolina, provided an overview of North Carolina's Smart Start program, which is similar to California's Proposition 10. Smart Start was created as a locally-driven early childhood initiative. Stephanie Fanjul provided experiences and perspectives of the Smart Start program that can be applied towards implementation of California's Proposition 10. More information on Smart Start can be found at <http://www.smartstart-nc.org>.

The California Children and Families First Act (Proposition 10), which took effect January 1, 1999, adds a 50 cents per pack surcharge on cigarettes in California to raise new funds for early childhood services. The funds will be spent by county commissions created by the initiative to implement plans for improving early childhood development programs within their counties. As a result, there will be a significant increase in funding for programs related to early childhood development. For a full report on The California Children and Families First Act (Proposition 10) from the Legislative Analyst's Office, go to http://www.lao.ca.gov/011399_prop10.html.

Director's Notes continued from page 2

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VISITING SCHOLAR

Marian McKenna, the author of the monograph, *Education Beyond the Walls*, will be a visiting scholar at the Center from March 8th through the 26th. Dr. McKenna is a faculty member of the School of Education at the University of Montana. The impact of service learning as a pedagogy for a democracy is one of her primary areas of interest. She will be presenting a workshop at the Spring Conference on academic service learning.





Pathways to Potential

by Ella Madsen, Research Associate, 4-H CYD

March 16th and 17th are the dates. The Kellogg West Conference Center on the Cal Poly, Pomona campus is the place. *Pathways to Potential*, with a strong emphasis on the various facets of Outreach efforts, is the theme.

The advisory committee for the conference, Marianne Bird, Shirley Humphrey, Rasjidah Franklin, Teresa McAllister, John Pusey, and Lynn Schmitt-McQuitty, provided perspective, enthusiasm, and a wealth of suggestions and help in identifying and contacting potential workshop presenters. Their time and efforts are most appreciated by the Center staff.

By now, you should have received a complete registration packet for the conference. As you look it over, we hope you feel the same enthusiasm we do for the opportunity to hear several important and excellent speakers, such as, Dr. Karl S. Pister, Senior Associate to the President of the University and Chancellor Emeritus of UC Santa Cruz, a representative of research and education division of IBM, and Paul Schmitz, a faculty member of Northwestern University's Asset Based Community Development Institute. In addition, you will be able to choose from a wide variety of great workshop sessions.

During the conference you will have the opportunity to showcase outreach programs taking place in your area. Ample table space will be available for setting up displays, however, we need the display reservation form in your conference packet so we can effectively organize the showcase. We encourage you to take this opportunity to share the outreach efforts that have been taking place in your area. School and community garden programs and projects, teen teaching and service learning, and school enrichment and college prep are some areas that we would especially like to emphasize.



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