

DIRECTOR'S NOTES

by James Grieshop, Ph.D.

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COME ON DOWN! (OR UP OR OVER!)

You are invited to be a participant in up-coming Spring Quarter educational and networking events to be held on the UC Davis campus co-sponsored by the 4-H Center for Youth Development. As we did last Spring, the 4-H CYD has organized a Seminar series on "Youth and Culture" for undergraduate and graduate students (and anyone else who wants to participate). As well the Center is a partner in co-organizing an early June Symposium on "Making and Celebrating Connections."

Thanks to the hard work of Nicki King, CE Specialist, and Ramona Carlos, Academic Coordinator at the CYD, an exciting and informative weekly seminar will be held each Tuesday this Spring Quarter, beginning on April 3. While the series is for students for credit it is available to anyone interested in topics organized around the theme of Youth and Culture. Several CE advisors will be presenters along with UCD faculty from African American and American Studies, Asian American Studies, faculty

from UC Berkeley, and other youth development professionals. Although it may be difficult for Advisors and other practitioners distant from Davis to participate, if you are on campus on any of the Tuesdays, stop in. Check out the web site <http://cyd.ucdavis.edu/events/seminar07.pdf> for details.

The 4-H CYD staff has also been a part of a comprehensive planning effort to combine the interests of the Human Resources Planning Group with the California Communities Program and the Nutrition Education Program for a Spring conference on the Davis campus. The original theme "Making and Celebrating Connections" between/among youth – community – nutrition in fact has morphed into added connections of these three with program colleagues in the areas of natural resources and agriculture. Links have been made to connect community with the university in the planning of the June 4, 5, 6 Conference. For information and registration details go to <http://ucce.ucdavis.edu/survey/survey>.

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Welcome to Stacy Shwartz Olagundoye

--by Ramona Carlos

The CYD is pleased to welcome new graduate student research assistant Stacy Shwartz Olagundoye. Stacy is a graduate student in Community Development. Her areas of interest are two-fold: investigating youth development as a public health/public

policy concern by examining media impact on youth culture today, and exploring vision planning and strategy development through community involvement. Stacy is currently working on Youth in Governance work group data analysis. Welcome!

Project Updates and General Information

California Instructional School Garden Grant Applications are Now Available

--by Ramona Carlos

The California State Department of Education is offering grants up to \$5000 each for school gardens and professional development. Please go to the CDE web site for complete information: <http://www.cde.ca.gov/fg/fo/af/>

Teen Driving Project Update

--by Katherine Heck

The Teen Decision Making subgroup of the Adolescence Workgroup collected survey data on teen driving from 2,144 high school seniors at 13 schools around California during the spring and fall of 2006. We are in the process of data analysis. We will be presenting a poster based on our findings at the LifeSavers

Conference in Chicago in late March. We will also present our findings at the California Association for Safety Education conference in Sacramento in April, and have submitted abstracts to two fall conferences. We are currently writing up our findings as a series of reports and research articles.

Youth in Governance and Youth-Adult Partnerships in 4-H

--by Stacy Shwartz Olagundoye

In January, the Youth in Governance workgroup met to begin qualitative data analysis on youth and adult focus group interviews pertaining to 4-H programs throughout the state that were nominated for their successful models of youth in governance and youth-adult partnerships. Youth in governance is the authentic and meaningful engagement of young people in programs, organizations, and communities, where they have or share voice, influence, and decision-

making authority. Youth-adult partnerships take place when youth and adults plan, learn, and work together, with both groups sharing equally in the decision-making process. CYD staff are continuing to support the Youth in Governance workgroup in their on-going research and dissemination. There are three other workgroup meetings scheduled in the next three months to complete the data analysis process and to report on findings.

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cfm?surveynumber=1799 .

The new name for the conference is **Building & Celebrating Connections for Sustainable, Healthy & Just Communities**. Indeed it is an ambitious conference with major implications and contributions for those who are doing youth development work. One interest is in acknowledging the important work that has connected youth with food/nutrition and communities as well as with those that have connected these interests with the natural resource and agriculture areas. An important conference goal is to identify and help construct new connections between youth – nutrition – community –

natural resources and agriculture, ones that can lead to new developments in our youth education work.

The **Building & Celebrating Connections for Sustainable, Healthy & Just Communities** Conference will feature synthesis and break out sessions, key noters, celebrations and time to network. For those interested a Poster session is included. You should receive an e-mail message soon alerting you to the Call for Posters. UCCE personnel should sign up for the conference and lodging by going to the site listed about.

We look forward to seeing you, hearing from you and celebrating with you. So, come on down, up and/or

4-H Center for Youth Development

"The 4-H Center for Youth Development fosters collaborations in research and evaluation among UC Cooperative Extension professionals and UC campus-based scientists that deepen our understanding of youth development in the contexts of family and community."

Hours:

Monday - Friday 8 a.m. - 5 p.m.
3325 Hart Hall (Third Floor)
Department of Human and
Community Development
<http://fourhcyd.ucdavis.edu>

Director

James Grieshop, Ph.D.
Community Education Development Specialist
(530) 752-3008

Associate Director

Richard C. Ponzio, Ph.D.
Science & Technology Specialist
(530) 752-8824

Specialists

Nicki King, Ph.D.
CAES Youth and Family Development
(530) 752-3863

Lenna L. Ontai-Grzebik, Ph.D.
Child and Family Development
(530) 752-6410

Research Associates

Ramona Carlos, M.S.
Academic Coordinator/Editor
(530) 754-8435

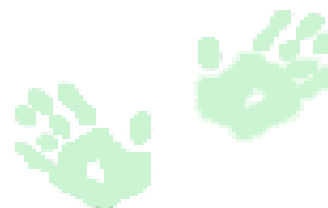
Katherine E. Heck, MPH
Specialist in the AES
(530) 754-8755

Aarti Subramaniam, Ph.D.
Post Doctoral Researcher
(530) 754-3006

Stacy Shwartz Olagundoye, B.S.
Graduate Student Research Assistant
(530) 754-8856

Administration

Carrie Matthews
CYD Assistant/Publications Coordinator
(530) 754-8433



4-H Center for Youth Development Presents: Spring 2007 Youth Development Seminar Series

Instructor: Nicki J. King, Ph.D. (njking@ucdavis.edu)

Tuesdays, beginning April 3rd, 11:00 am - 12:50 pm in the MU

Open to the public, undergraduate and graduate students for 1 or 2 units as CRD/HD 198/298.

Join us for a weekly seminar on a variety of contemporary youth development issues. Presenters are from the Departments of African American, American and Asian Studies, Human and Community Development, UC Berkeley Nutrition, 4-H Youth Development Advisors, area experts on foster care, and educators in English learning. For details on dates, topics and presenters, go to <http://cyd.ucdavis.edu/events/seminar07.pdf>.

Topics Include:

- * Youth and Foster Care
- * Hip Hop and Youth Culture
- * Citizenship & Empire: South Asian Muslim Immigrant Youth after 9/11
- * Youth Culture and Driving
- * Latina Teen Pregnancy Prevention and Research
- * Preventing Type II Diabetes in African American Youth
- * Folk Roots of American Masculinities
- * Academic Success and English Language Learners
- * Resiliency in Youth Development

**Undergraduates: For CRD 198, use CRN 32491 to register
For HDE 198, use CRN 41641 to register**

**Graduate students: For CRD 298, use CRN 32548 to register
For HDE 298, use CRN 41743 to register**

Contact course organizers for more information:

Ramona Carlos
rmcarlos@ucdavis.edu
754-8435

Aarti Subramaniam
asubramaniam@ucdavis.edu
752-3006



Deferred Dreams: the California High School Exit Exam and the Class of 2006

--by CAES Family Development Specialist Nicki J. King, Ph.D.

Approximately 40,000 students (about 9% of the estimated total) did not graduate from high school in 2006 because they did not pass the California High School Exit Exam (CAHSEE). Because of the way in which individual records are kept, it is not possible to directly compare this rate of non-graduation with previous years. The majority of the students who did not receive their diplomas last year, as in previous years, were African American, Latino, or English Learners, and more of them were male than female. A report using data from the US Census estimates that lifetime earnings for high-school graduates are as much as 50% less than those of non-high school graduates, and that college graduates earned, on average, 90% more during their working lives

than high school graduates (Day & Newberger, 2002). Obviously, the largest earnings payoffs come with completion of college, but that avenue is closed to youth who do not complete high school. In addition, repeated failure of the CAHSEE might have taken a toll on their belief about their ability to achieve particular career goals, as was suggested by a few respondents in an earlier study (King, Madsen, & Mai, 2004)

So what are youth who did not graduate because they didn't pass the CAHSEE planning to do, education and career-wise? Since these were the students who hadn't dropped out prior to their senior year, it is likely that they realize the potential benefits of education, but they might see themselves as having few options. I

am conducting a preliminary study to improve our understanding of the impact of the CAHSEE on the career and educational aspirations and plans of some youth in the Sacramento area. Working with Marisela Rodriguez, a graduate student from Human Development, I will be interviewing around 30 youth who did not graduate from high school in 2006 because they failed the CAHSEE. The interview will cover their pre and post CAHSEE career and educational goals, their plans, what they are doing now, and how they expect to reach their goals. The research project has been approved by the UC Davis IRB and is taking place with the cooperation of the Elk Grove and Sacramento Unified School Districts. Interviews with youth will begin within the next 2-3 weeks, and continue during Spring 2007.

References

Day, J.C. and Newberger, E.C., 2002. The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings, July 2002, Current Population Reports, US Census Bureau, US Department of Commerce, Economics and Statistics Administration, 13 pgs. <http://www.census.gov/prod/2002pubs/p23-210.pdf>

King, N. J., Madsen, E. R., & Mai, T. T. (2004). Woodland High School's CSLC Peer Tutoring Program: What does tutoring provide tutees? (Evaluation Report). Davis: University of California, Davis.



update

- James Grieshop, Ph.D., Director
- Richard Ponzio, Ph.D., Associate Director
- Ramona Carlos, Editor
- Carrie Matthews, Publications Coordinator

4-H Center for Youth Development
Dept. of Human and Community Development
University of California
One Shields Avenue/3325 Hart Hall
Davis, CA 95616-8523

Phone (530) 754-8433
Fax (530) 754-8440
<http://fourhcyd.ucdavis.edu>

