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Applying Marketing Concepts to Non-Profit/Educational Organizations: The Youth Professional's Responsibilities in Program Marketing & Promotion
[Article 080303FA003]

Diem, Keith G.

The degree of participation in community-based youth development programs is typically affected by both the recruitment and retention of participants. A review of literature over more than forty years revealed the value of marketing and promotion to the viability of a company, product, or organization and how it may contribute to company sales or an organization's membership. This article is focused on the application of marketing concepts to a non-profit organization or educational program. Using a marketing approach to program development can result in improved program quality as well as increased enrollment. Utilizing marketing activities such as needs assessment will aide in ensuring the program remains current in meeting needs and interests of clientele, the community, and society. Promoting an accurate and relevant image is a key in making sure people realize the value of your program.

Promoting Supportive Relationships in Youth Programs: A Self-Determination Theory Perspective **[Article 080303FA004]**

Duerden, Mat D.; Gillard, Ann

Although research suggests that positive contact with non-parental adults is developmentally beneficial for youth; many adolescents do not have access to such relationships. It is important that adults structure existing relationships to optimize positive youth development. Relationships with adults, who support youth's needs for autonomy, relatedness, and competence, provide youth with scaffolding as they navigate their way through adolescence. Self-Determination Theory offers a straight-forward approach to understanding the elements of contexts that best promote the development of supportive relationships. The purpose of this paper is to review the literature concerning youth-adult relationships, including their associated prevalence and developmental benefits across multiple contexts. These findings are then integrated into a framework of best practices for developing and supporting positive youth relationships with adults within youth program settings. Several theory-based recommendations are offered for youth program administrators and staff who wish to improve youth-adult relationships in their programs.

Why Play Sports? How Organized Sports Participation Can Contribute to the Healthy Development of Adolescent Hispanic Girls **[Article 080303FA005]**

Horst, Megan A.

This study addressed the research question, "What is meaningful to Hispanic girls about their organized sports participation during the first year of high school?" Purposeful sampling (Maxwell, 1996) was used to select 15 9th-grade girls to participate in individual interviews about their organized sport participation. Transcripts were analyzed via inductive coding. Findings showed that organized sports offered Hispanic girls in this sample a venue for healthy youth development, including opportunities for the "5 C's" – competence, confidence, connection, character, and caring (Lerner, Fisher, & Weinberg, 2000). This article highlights the salience of connection, caring, and competence in adolescent Hispanic girls' organized sports experiences. Insights from girls' narratives may help coaches and other educators structure athletic programs to best meet the needs of Hispanic girls during adolescence (AAUW, 1991; Brown & Gilligan, 1992; Erkut, Fields, Sing, & Marx, 1996; Gil & Vazquez, 1996; Sadker & Sadker, 1994).

Examining the Potential Unintended Effects of a Healthful Living Curriculum Upon Children's Weight-Related Beliefs, Body Satisfaction, and Body Build Stereotypes [Article 080303FA006]

Ogle, Jennifer Paff; Carroll, Jan; Butki, Brian; Baker, Susan; Damhorst, Mary Lynn

This exploratory work was guided by the question of whether health education messages about food and exercise might inadvertently influence children's beliefs about weight controllability, body satisfaction, weight self-assessments, desire to alter weight, and body build stereotypes. Participants were 80 children (38 boys, 42 girls) aged 7 to 13 years enrolled in a week-long "FunLIFE" summer camp offered at a large university. FunLIFE was created in response to the childhood obesity crisis and focuses upon Learning to Improve Fitness and Eating (thus, the acronym "LIFE"). Pre- and posttest questionnaires were administered at four camp sessions. Findings indicated that participation in FunLIFE camp did not influence children's weight controllability beliefs, level of body satisfaction, their self-assessments of their weight, or their desire to alter or maintain their weight. Exposure to the FunLIFE curriculum did, however, positively impact children's stereotypes about both overweight and thin children. Findings and implications are discussed.

Perceived Effectiveness of Youth-Adult Partnerships on Enhancing Life Skill Development through 4-H [Article 080303FA007]

Sallee, Jeff; Cox, Charles

The purpose of this study was to determine if youth and adult participants in the 4-H Environmental Impact program perceive youth-adult partnerships as an effective means to enhance the youths' development of life skills. The study further sought to discover the perceived obstacles that may keep youth and adults from participating in equal partnerships. The life skills of: Leadership, Cooperation, Service Learning, and Planning and organizing were enhanced through the youths' participation in the youth-adult partnership. Through this research there was evidence that many of the youth participants did perceive themselves as equal team members when participating in this youth-adult partnership. The research indicated the greatest perceived obstacle that kept youth from engaging was not much time after homework and other activities. It is recommended that all participants in newly formed youth-adult partnerships receive training on how to implement this type of program, and how to participate equally.

A Qualitative Examination of Youth Voice in the Decision-Making Process within the 4-H Youth Development Program: Promoting Promising Practices in Overcoming Barriers [Article 080303FA008]

Fox, Janet; Tarifa, Todd; Machtmes, Krisanna

This paper discusses a national study designed to identify and describe obstacles to youth voice in the decision-making process in the 4-H youth development program from the perception of three distinct populations - State 4-H Program Leaders, 4-H State Youth Development Specialists, and 4-H Youth Agents/Educators. When examining these professionals' views on the barriers affecting youth voice in the decision-making process, time and scheduling seem to consistently present the largest barrier to youth voice. Involvement in the decision-making process provides a wide range of hurdles including the opportunity structures, involvement procedures, representation and dynamics within the process. Adult power and control provides a significant hurdle to authentic engagement of youth voice in the decision-making progress. Respect barriers were described by concepts such as preconceived notions, trust and valuing

input. Additional barriers were identified including organizational culture, lack of transportation, lack of knowledge/experience, lack of preparation, lack of training, fear, misguided leadership, unclear expectations, participation, staffing and lack of resources.

Attrition in Adolescent After-School Programs: Addressing the Concern via Interviews with Program Dropouts [Article 080303FA009]

The purpose of this paper is to address the challenges of attrition in adolescent, voluntary after-school programs (ASPs). Studies show that the after-school hours are a time of elevated juvenile delinquency. Since 1998 there has been a surge in the number of ASPs throughout the United States. Despite this surge, attrition is a major concern and threat to ASPs. Moreover, youth who drop out are rarely asked about their reasons for not attending. Seventy middle school-aged individuals who were selected to participate in the Baltimore County Middle School After-School Collaboration Project (BCAP) but eventually dropped out are interviewed for this study. Six primary reasons for non-attendance including: a lack of program fidelity, participation in non-family-related after-school activities, participation in family-related after-school activities, program length, boredom, and a lack of quality academic help are identified. The findings indicate a need for programming that is faithful, flexible, and narrow in terms of activities offered.

Program Articles

"Catch 'Em Being Good:" An Extension Service and State School System Team Up to Promote Positive Outcomes for Youth [Article 080303PA001]

Wade, Kerri; Nichols, Allison

This feature article describes a collaboration between the West Virginia University Extension Service and the West Virginia Department of Education to implement the "Responsible Students through School Wide Positive Behavior Supports" program (RS-SWPBS) throughout the state. A case study of Grandview Elementary School in Kanawha County illustrates the benefits that the collaboration brought to local youth. West Virginia Department of Education established the program and brought local schools onboard, while educators from the West Virginia University Extension Service became coaches and led the effort to collect and analyze data. Results included the development of positive behaviors, a decrease in negative behaviors, and the creation of a positive school climate.

Cross-Cultural Understanding Through Youth Sports: Bridging the Tolerance Gap Through Youth Development [Article 080303PA002]

Ross, Craig M.; Jamieson, Lynn M.; Mitchell, Donald W.

The USPORT-Kyrgyzstan project was an ambitious initiative of public diplomacy, sports diplomacy, cross-cultural exchange, in-country grassroots projects, and international cooperation. The project consisted of three phrases which included youth recreational sport programming, youth leadership and development training, and youth tolerance training. Overall, it proved to be an extremely effective form of intervention that provided youth in this region of the Middle East with many positive and constructive youth sports and leadership development opportunities.

West Virginia's Response to the Rotten Truth about Oral Health
[Article 080303PA003]

Clark, Brent; Bowen, Elaine; Higgins, Chad; Hutson, Zona; Waugh, Tracy; Sharps, Gina
West Virginia University Extension Service has taken steps to increase the awareness and practices of good oral health. Significant barriers exist for optimal dental health and preventive care for youth in West Virginia. The 4-H Health Initiative strengthens community 4-H clubs through joint commitment to improve the Health "H," club reliance on youth leadership, responsiveness to youth voices, and involvement of community health resources. These efforts bring oral health education and services to school-age youth. Evaluation data suggest that the model may impact oral health behaviors.

Research and Evaluation Strategies
Informed Decision-Making in Exploratory Factor Analysis [Article 080303RS001]

Cater, Melissa; Machtmes, Krisanna
As the field of youth development grows, evaluation of program outcomes has become more embedded in the program process. It is incumbent on youth development professionals to understand more clearly the process of instrument development. One phase of the process involves taking a closer look at the data to determine if an instrument measures one overall construct or if items cluster together to reveal underlying constructs. Exploratory factor analysis is a technique used to determine the underlying constructs, or subgroups, of an instrument. While professionals may use a variety of decision-making steps, researchers have identified some commonly agreed upon considerations when conducting an exploratory factor analysis. This article seeks to make the decision-making steps of this process more transparent while also offering guidance to youth development professionals who may be seeking to use this procedure for the first time.

Computer Gaming and Student Achievement: Investigating Middle School Students' Behaviors [Article 080303RS002]

Ibanez, Vincent; Kelsey, Cheryl; Slate, John R.
In spite of very little research on the subject, a growing concern exists among professionals that excessive time spent by students on computer gaming may have an undesirable effect in scholastic achievement. In this study, middle grade students self-reported their time spent on computer gaming for a one week time period. These self-reports were related with their GPAs at the end of the semester. Analysis of 114 students' GPAs in English, Math, and Science indicated the presence of a statistically significant difference in English GPAs between students in the High Computer Gaming group from students in the Moderate and Low Computer Gaming groups. No differences were yielded for Math or Science GPAs. Implications are discussed.

Do Higher Levels of 4-H Leadership Affect Emotional Intelligence?
[Article 080303RS003]

Leech, Kalico Karr; Boleman, Chris T.; Akers, Cindy; Boyd, Barry L.
The ex post facto, exploratory study sought to determine whether higher levels of 4-H leadership had an effect on level of emotional intelligence. Using the *Bar-On Emotional Quotient Inventory (EQ-i)*, the Texas 4-H Council (n = 32) answered questions related to five domains of emotional intelligence. The results for the five domains are as follows: "General Mood" = 104, "Intrapersonal" = 101, "Interpersonal" = 100, "Stress Management" = 100, "Adaptability" = 94 (Scale: *effective emotional functioning* = 100). The overall EQ-I score was in the average range indicating that individuals in the group are functioning and healthy.

Extension professionals should be aware of the lower scores related to "Adaptability" and "Stress Management." Some things Extension professionals should consider teaching youth include: ensuring youth goals are attainable, keeping youth focused on the issue at hand, establishing concrete protocols with youth, and teaching youth compassion for one another.

Healthy Kids, Healthy Families: A Collaborative Program to Address Childhood Overweight [Article 080303RS004]

Jager, Kathleen B.; Saxe, Amy M.; Smith, Amy K.; Carolan, Marsha T.; Weatherspoon, Lorraine
Healthy Kids, Healthy Families is a program of outreach and research that has been developed to address treatment and prevention of the childhood obesity epidemic through a family-centered, multidisciplinary approach. The American Dietetic Association recommends community-based and environmental interventions as the most feasible methods to support healthful lifestyles for the greatest numbers of children and families (Ritchie, Crawford, Hoelscher, & Sothern, 2006). *Healthy Kids, Healthy Families* was developed as an innovative, collaborative program to help children and families maintain healthy weight, through impacting the systemic medical and psychosocial aspects of overweight in children. The program involves in-home, family-based intervention followed by multi-family group education and community outreach.

Resource Review
"Team Building: Proven Strategies for Improving Team Performance, 4th Edition"
[Article 080303RR001] *Homan, Greg; Hedrick, Jason*
Team Building is an important issue for Youth Development professionals. We utilize team-focused work to achieve our objectives in educating youth. The team building skills we integrate into programming serve to prepare youth for the dynamic, highly interpersonal work environment of today. "Team Building: Proven Strategies for Improving Team Performance, 4th Edition," by W. Dyer, W.G. Dyer, and J. Dyer (2007), provides a practical theoretical framework for those interested in team building application, training, and practice in everyday work.

Change It Up! What Girls Say About Redefining Leadership [Article 080303RR002]
Dawson, Patricia A. A national study conducted by Girl Scouts of the USA and Fluent, a New York-based research firm explores the leadership aspirations of girls and boys. Over 4,000 youth were included in the study which examines perceptions, behaviors, experiences and attitudes regarding leadership. The executive summary includes numerous tables and charts highlighting the research findings and comparative responses of boys and girls. Readers will find the results from this study to be of great value when designing youth leadership programs.